

Course Code	Course Name	Credits
26ED009	GLOBAL COMPARATIVE EDUCATION SYSTEMS	04

Course Objectives

The course aims to,

- ✓ Understand the meaning, nature, scope, and methods of comparative education.
- ✓ Examine key features of education systems in developed and developing countries.
- ✓ Analyze issues of access, equity, and quality in global education contexts.
- ✓ Evaluate the impact of globalization and international agencies on education.
- ✓ Develop comparative perspectives to interpret educational policies and practices.

Learning Outcomes

After the completion of the course, the Learner will be able to,

- ❖ Explain the meaning, nature, scope, and methods of comparative education.
- ❖ Compare and analyze the structure, curriculum, and practices of education systems in developed and developing countries.
- ❖ Examine issues of access, equity, and quality in diverse educational contexts.
- ❖ Evaluate the impact of globalization on education systems worldwide.
- ❖ Assess global education policies and reforms for their effectiveness in improving education systems

Unit 1 – Introduction to Comparative Education (12 hours)

Meaning and nature of Comparative education - Scope of comparative education - Importance and objectives of studying global education systems - Methods of comparison in education.

Unit 2 – Education system in developed countries (12 hours)

Overview of education system; USA, UK, Finland - Structure and organization of schooling - Curriculum and teaching learning practices - Role of technology and innovation in education.

Unit 3 - Education system in developing countries (12 hours)

Overview of education systems; India, Brazil, South Africa - Access, Equity, and Quality issues - Government policies and reforms - Challenges faced in education system.

Unit 4 – Global issues and Trends in Education (12 hours)

Meaning and concept of Globalization - Globalization and its impact on education – UNESCO; Objectives, Functions, role and importance.

Unit 5 – International Policies on Education (12 hours)

Education for all; Objectives, principles, Importance - Human Rights; Characteristics, types, importance - UNO and its major agencies; UNICEF; Objectives, Features and Role, UNDP; Objectives, Features and role

Reference Books:

1. Comparative Education: The Construction of a Field – Edited by Robert Cowen & Andreas M. Kazamias
2. Comparative Education: Exploring Issues in International Context – Keith Watson
3. Comparative Education: The Dialectic of the Global and the Local – Edited by Robert F. Arnove, Carlos A. Torres & Stephen Franz
4. An Introduction to Comparative Education – V. R. Taneja

Alignment with NEP – 2020

The course **Global Comparative Education Systems (26ED009)** is designed in alignment with the transformative vision of the National Education Policy 2020.

1. Promotes global perspective by understanding international education systems and best practices.
2. Develops holistic and multidisciplinary learning through integration of diverse disciplines.
3. Analysis fosters critical thinking by examining policies, comparisons, and global trends.
4. Promotes equity and inclusion by addressing access and challenges of marginalized groups.
5. Develops policy awareness through study of national and international frameworks.
6. Promotes use of technology and innovation for 21st-century competencies.
7. Strengthens global citizenship and educator skills through awareness and reflective practices.

COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED009

Course Outcomes	On successful completion of the course, the students will be able to	BTL
CO1	Explain the meaning, nature, scope, and methods of comparative education and identify factors influencing education system across countries	K1 & K 2
CO2	Examine issues of access, equity, and quality in diverse educational contexts.	K 3
CO3	Apply comparative approaches to examine the structure, curriculum, and practices of education systems between global education systems.	K 4
CO4	Prepare learners to explain the role of international organizations such as UNESCO and United Nations agencies (UNICEF, UNDP) in shaping education.	K 5
CO5	Propose and assess global education policies and reforms for their effectiveness in improving education systems.	K 6

Bloom's Taxonomy Level (BTL):- K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

Relationship Matrix

Course Outcomes	Programme Outcomes (POs)								Programme Specific Outcomes (PSOs)							Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1	3	2	1	3	1	1	2	2	3	1	2	3	2	2	3	2.1
CO2	2	3	3	1	1	2	1	3	3	3	2	2	3	3	2	2.3
CO3	2	2	3	2	2	2	1	2	3	3	2	2	3	2	2	2.2
CO4	3	2	1	3	3	1	3	2	2	2	1	3	3	2	3	2.3
CO5	3	1	3	2	3	1	2	3	2	2	3	1	2	1	2	2.1
Total																2.2

Mean Score: 3- High, 2- Medium/Moderate, 1-Low