

M Ed Two Year Programme

S.CInt. 2 (j) : Issues in Comparative and International Education

Maximum Marks: 100

Rationale of Course

The aim of this course is to engage students with the field of Comparative and International Education and develop comparative perspectives on the foreign systems of education as well as on the contemporary issues and public policy around education across political borders. It shall give multi-level exposure to the students through a diversity of voices as possible, from geographic, cultural and ideological standpoints. It shall enable the student to focus upon current issues and controversies in a field that is undergoing changes as profound as the geopolitical and economic forces that are reshaping our worlds. It would provide opportunities to probe into a range of methodologies associated with comparative and international education which would be both exemplified and opened up for debate. It is intended that students specially those from settings and locations not frequently part of the "developed" contexts would be able to meet the following Objectives:

- Understand the processes through which educational changes occur.
- Compare the organisation of education at different levels across the globe and identify similarities and differences to adapt and appropriate changes in one's own educational context.
- Engage and reflect with the tools of comparison for the integration of an individual effectively into a society so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific cultural and technological progress.
- Foster depth of reflection and equip with the skills of comparative inquiry to enable systematic exploration of key issues affecting educational policies, practices, and reforms at home and abroad.
- Widen one's conceptual lenses to see how seemingly similar issues manifest themselves in diverse settings.
- Improve understanding both of the forces which shape education systems and processes in different settings, and of the impact of education systems and processes on social and other developments.
- Understand the multi-disciplinary and applied strengths of the field; the complexities of this kind of study; the dangers of the misapplication of findings; the importance of theoretical analysis and methodological rigour; and the enduring centrality of the concepts of cultural context and educational transfer for the field as a whole.
- Evolve with a global outlook and cross-cultural sensitivities on educational concerns and nurture capacities to critically reflect on the social realities and in a study of the solutions attempted.

Unit I Globalisation and Mapping the Intellectual Discourse on Comparative Education

- Comparative Education as Foundational in Education
- Mapping the intellectual discourse-Broad Survey
- An issue-oriented Approach to Comparative Education
- Globalisation and the rescaling of Education Politics and Policy
- A survey of recent innovations and changes in education in India and across the Globe.

Unit II Comparative Perspectives on Organisation of Education

- Early Childhood Care and Education in select Indian States
- Primary School Education in India, Russia, UK and USA
- Secondary School Education in India, Russia, UK and USA
- Higher Education in India, Russia, UK and USA.

Unit III Comparing Issues in International Context: Experiences from Asia-Africa-South America

- Purposes of Schooling; Curriculum as a mechanism of social and cultural reproduction
- Inequality in Education; Educational Access and Opportunity
- Education Accountability and Authority
- Demographic Planning
- Adult and Social Education
- Teacher Education in China, India and Japan
- Blending Work with Education-Experiences from China, India and Japan.

Unit IV Comparing Status of Education through Public Reports

- Reports on status of Children and Education-UNESCO ,World Bank
- Budget Provisions to Social Sector and Projections in India's Economic Survey
- Schooling in the Government (Public) schools: insights from PROBE and ASER
- Role of NGOs and Private Interventions in Education.
- Funding in Education

Unit V Interpreting Children's Experiences

- Differently abled Children in Schools
- Educating the girl child
- Children's Attitudes to other Nationalities
- Children's perception of histories of partition or displacement.

Term Paper and Seminar Presentations

- Comparative study of curriculum policies/documents and curriculum frameworks across Educational Boards
- New trends and issues in the Indian schools in the context of pedagogy and assessment.
- Implementation and impact of public policies-comparative insights
- Mobility,Migration and Minorities in Education
- ICT and Education
- Comparisons and the search for a "modern self"
- New thinking in Comparative Education

Suggested Readings:

- Alexander,Robin,J.(2001).Culture and Pedagogy-International Comparisons in Primary Education:Wiley-Blackwell;UK
- Altbach,P.G.(1998).Comparative Higher Education:Knowledge,the University and Development.Springer;Comparative Education Research Centre, University of Hongkong.
- Apple,M.(1978).Ideology,Reproduction and Educational Refom.Comparative Education Review,28(4),550-562.
- Apple,M.W.,& Smith,C.L.(ed.)(1991).The Poltics of the Textbook.Routledge;New York.
- Barrett,M.(2007).Children's Knowledge,Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology.Psychology Press ;Sussex
- Benavot,A.&Braslavsky,C.(ed.)(2006).School Knowledge in Comparative and Historical Perspective:Changing Curricula in Primary and Secondary Education.Springer;Comparative Education Research Centre,University of Hongkong
- Bray,M.&Adamson,B.&Mason,M.(ed.)(2007).Comparative Education Research-Approaches and Methods.Springer;Comparative Education Research Centre,University of Hongkong.
- Choube and Choube(1986).Tulnatmak shiksha ka adhyayan:Vikas Publishing House,Agra (in Hindi)
- Cowen,R.&Kazamias,A.M.(ed.)(2009).International Handbook of Comparative Education-Part One and Two.London.Springer;New York.
- Geetha,T.(ed.)(2009).A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards, Project Report of The International Baccalaureate;Singapore
- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press;London.
- Gupta, Nina (2001). 'The Development of Higher Education in India and China since the 1950s in The 11th Congress of WCCES (World Council of Comparative Education Societies),Korean National University of Education, Chungbuk, South Korea.
- Hall,S.(1996).When was the post-colonial ?Thinking at the Limit.In I.Chamber & L.Curtis(Eds).The Post Colonial Question:Common Skies,Divided Horizons(pp.242-260).Routledge;London.
- Holsinger,D.B.&Jacob,W.J.(ed.)(2008).Inequality in Education;Comparative and International Perspectives.Springer, CERC,University of Hongkong.
- Husen,T.T.&Postlethwaite,T.N.(eds.)(1994).The International Encyclopedia of Education (2nd edn.).Pergamon;Comparative Education and International Education Organisation and Institution,Oxford.
- Kubow,P.K. & Fossum,P.R.(2003).Comparative Education-Exploring Issues in International Context.Merrill Prentice Hall; New Jersey.
- Kumar,K.(2001).Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan.Penguin;New Delhi (Also available in Hindi as Mera Desh Tumhara Desh published by Rajkamal in 2007).
- Larsen,Marianne A.(2010).New thinking in Comparative Education-Honouring Robert Cowen.Rotterdam;Sense Pulishers

- Manzon, M. (2011). *Comparative Education: The Construction of a Field*. Comparative Education Research Centre, University of Hongkong.
- Masemann, Vandra & Welch, Anthony (ed.) (1997). *Tradition, Modernity and Post-Modernity in Comparative Education*: UNESCO Institute for Education, Hamburg
- Noah, H. & Eckstein, M. A. (1998). *Doing Comparative Education: Three Decades of Collaboration*. Springer; Comparative Education Research Centre, University of Hongkong.
- Postlethwaite, T. N. (1999). *International Studies of Educational Achievement: Methodological Issues*. Springer; Comparative Education Research Centre, University of Hongkong.
- Wulf, Christoph (ed.) (1993). *Education in Europe: An Intercultural Task*. in *European Studies in Education*, Vol. 7: Waxmann Munster/Berlin, New York.
- Wulf, Christoph (ed.) (1996). *Education for the 21st Century: Commonalities and Diversities*. in *European Studies in Education*, Vol. 7: Waxmann Munster / Berlin, New York.