

Master of Education (M.Ed.)

Title of the Course 1: S.Ce.1 (j) Introduction to Comparative Education

(Semester: I, II, III, IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Weeks: 15

Introduction of the Course


For as long as science has existed, so have comparative studies. The need to compare entities to find similarities and differences and decide on best practices has always motivated science, and particularly social sciences. However, comparative studies have become more prevalent in the past 200 years, and their importance has increased significantly since World War II. The aim of this course is to introduce students with Comparative Education as a field of study that bears in its very name a methodological approach to classify and explain characteristics of different educational systems and develop comparative perspectives on education across political borders. Students who undertake comparative study of education learn not only about other cultures and societies but also learn more about their own. Comparison, after all, brings out the uniqueness of each variable under study.

Today, globalization processes and global forces as international/regional, governmental organizations, international NGOs and global education networks undermine the 'traditional' comparative methods and approaches. India's National Education Policy (2020) has also emphasised on the need of 'internationalisation of education'. It is in this context that this course provides an opportunity to evolve a global outlook, rethink and develop insights in basic concepts of comparison, comparing strategies, transfer, post comparison approaches, shifting trans-national scenarios and evolve cross cultural perspectives. The course shall equip with the conceptual basis and skills of comparative inquiry to enable systematic exploration of educational structures and systems at home and abroad. It shall also expose to the complexities of this kind of study, the dangers of the misapplication of findings, the importance of theoretical analysis and the enduring centrality of the concepts of cultural context and educational transfer for the field as a whole.

Learning Outcomes

After completion of the course student will be able to:

1. discuss some of the educational systems across the globe.
2. analyse the histories and discourses on comparative education.


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3. explain the need for internationalisation of education.
4. elaborate upon the possibilities of collaboration between two or more systems of education.

Number of Units: 4

Weeks: 15= 60 hours

Unit I: Conceptualising Comparative Education

(4 weeks=16 hours)

- Comparative Education- meaning, purposes & scope
- Historical development and paradigms
- A multi-disciplinary field of inquiry
- An issue-oriented approach to Comparative Education

Unit II: Theoretical bases of Comparative Education

(4 weeks=16 hours)

- Education as a process of socialisation; Cultural awareness
- Grand theories and mid range theories; Structural-Functionalist, Marxist, Poststructuralist and Postmodernist perspective
- World systems theory to Globalisation-Localisation dialectic
- The state and field of comparative education

Unit III: Methodological approaches and frameworks

(4 weeks=16 hours)

- Descriptive, Historical , Area study, Case study, Problem or thematic approaches
- Multi-level analysis-Bray & Thomas cube
- Macro-Micro levels of comparison
- Construction of comparative frameworks

Unit IV: Internationalisation of Education

(3 weeks= 12 hours)

- Education-an intercultural task
- Professional Societies –WCCES, Regional organisations - CESI, IOCES
- International agencies and organisations- World Bank ,OECD, UNICEF, UNESCO
- N.E.P. (2020) - Global citizenship approach; ICT based internationalisation

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Practicum/ Suggested Projects / Assignments (Any Two)

1. Write a term paper on Comparative Education - A Discipline, A Field, A Method or A Perspective OR Emerging comparative trends in Education.
2. Map the intellectual discourse on Comparative Education.
3. Analyse the challenges of the National Education Policy (2020) envisioning India a knowledge driven society and becoming a 'vishwa guru' in the field of education.
4. Make a time line showing the important developments in the field of comparative education in India.
5. Compare the approaches of Kandel and Bereday.
6. Illustrate with examples, macro and micro levels of comparison.
7. Discuss the parameters of comparison between two or more systems of education.
8. Construct a framework for comparison of curricula in any subject across any three different boards of school education in India.
9. Critically analyse the themes of conferences in the WCCES/ CESI.
10. Compare the different curriculum frameworks for school education in India.
11. Make a seminar presentation on the Indian tradition of 'Vasudhaiv Kutumbakam' and the contemporary internationalisation of education.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings :

- Ariane de Gayardon (2022). *The state and 'field' of comparative higher education*, Oxford Review of Education, 48:4, 439-456, DOI: 10.1080/03054985.2022.2060955
- Arnove, R. F. (2010). *Reflections on comparative education and international development*. Compare: A Journal of Comparative and International Education, 40(6), 827–830. <https://doi.org/https://doi.org/10.1080/03057925.2010.523258>
- Arnove, R.P. & Torres, C.A. (ed.). (2022). *Comparative Education: The Dialectic of the Global and the Local*. Rowman & Littlefield : UK.



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1302

- Bereday, G.Z.F. (1964). *Comparative Method in Education*. Holt, Rinehart & Winston: New York.
- Brock, C. & Nafsika, A. (2019). *Education Around the World: A Comparative Introduction*. London: Bloomsbury.
- Bray, M., Adamson, B. & Mason, M. (ed.) (2007). *Comparative Education Research Approaches and Methods*. Comparative Education Research Centre, University of Hong Kong: Springer.
- Carnoy, M. (2019). *Transforming comparative education: Fifty years of theory building at Stanford*. Stanford University Press.
- Choube and Choube (1986, revised ed. 2020). *Tulnaatmak shiksha ka adhyayan*. Agra: Vikas Publishing (in Hindi).
- Cowen, R. & Kazamias, A.M. (Eds.) (2009). *International Handbook of Comparative Education-Part One and Two*. London: Springer.
- Hans, N. (1967). *Comparative Education: A Study of Educational Factors and Traditions*. London: Routledge & Kegan Paul.
- Jones, P.E. (1971). *Comparative Education: Purpose and Method*. University of Queensland Press: St. Lucia, Queensland.
- Kandel, I.L. (1962). *The New Era in Education-A Comparative Study*. London: George G. Harrap & Co. Ltd.
- Kosmützky, A., Nokkala, T. & Dioge, S. (2022). *Between context and comparability: Exploring new solutions for a familiar methodological challenge in qualitative comparative research*. *Higher Education Quarterly*, Wiley. 2020;74:176-192.
- Kubow, P.K. & Fossum, P.R. (2nd Ed. 2007). *Comparative Education-Exploring Issues in International Context*. New Jersey: Merrill Prentice Hall.
- Manzon, M. (2011). *Comparative Education: The Construction of a Field*. Comparative Education Research Centre, University of Hong Kong: Springer.
- Manzon, M. (2018). *Origins and traditions in comparative education: Challenging some assumptions*. *Comparative Education*, 54(1), 1-9.
- Masemann, V. & Welch, A. (Eds.) (1997). *Tradition, Modernity and PostModernity in Comparative Education*. UNESCO Institute for Education: Hamburg.



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- Masemann, V., Bray, M. & Manzon, M. (Eds.). (2007). *Common interests, Uncommon goals. Histories of the World Council of Comparative Education Societies and its Members*. Comparative Education Research Centre, University of Hong Kong: Springer.
- National Education Policy (2020). Ministry of Human Resource Development, Government of India.
- Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice (2nd ed.)*. London, UK: Bloomsbury.
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- Sodhi, T.S. (2007). *Textbook of Comparative Education*. (6th ed.). Delhi: S.Chand.
- Takayama, K., Sriprakash, A. & Connell, R. (2017). *Toward a postcolonial comparative and international education*. *Comparative Education Review*, 61(S1), S1–S24.
- UGC, (2021). *Guidelines for Internationalisation of Higher education*. Ministry of Education, Government of India.
- Wulf, C. (Ed.). (1993). *Education in Europe: An Intercultural Task in European Studies in Education*, Vol.7: Waxmann Munster: Berlin, New York.

Additional Readings

- Altbach, P.G. (1998). *Comparative Higher Education: Knowledge, the University and Development*. Comparative Education Research Centre, University of Hong Kong: Springer.
- Bleiklie, I. (2014). *Comparing university organizations across boundaries*. *Higher Education*, 67(4), 381–391. <https://doi.org/https://doi.org/10.1007/s10734-013-9683-z>
- Carnoy, M. (1974). *Education as cultural imperialism*. New York: David. McKay Co.
- Crossley, M. (2008). *Bridging Cultures and Traditions for Educational and International Development: Comparative Research, Dialogue and Difference*. *International Review of Education*, 54, 319-336.
- Eckstein, M. (1983). *The Comparative Mind*. *Comparative Education Review*, 27(3), 311-322.
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- Wulf, C. (Ed.) (1996). *Education for the 21st Century: Commonalities and Diversities in European Studies in Education*. Vol. 7: Waxmann Munster: Berlin, New York.

Teaching Learning Resources (Digital and others):

Resources may be procured through Embassies and High Commissions, Government websites, Films and You tube videos, Journal Publication houses, etc.

- Comparative Education Review, The University of Chicago
- Compare : A Journal of Comparative Education, Routledge
- International Review of Education, Springer, Netherlands
- Comparative Education: Taylor and Francis Online
- https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/int_he.pdf

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, critical media analysis, collaborative learning tasks which enhance reading and comprehension of core writings in the area, group presentations and innovative practicum. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation in a variety of themes from the suggestive practicum or through contemporary trends and innovative designs in comparative education. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key Words: Compare, Comparative Education, Inter-cultural task, WCCES, Internationalisation of Education


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