

## Master of Education (M.Ed.)

### Title of the Course 2: S.Ce.2 (j) Comparative Education: Issues and Trends

(Semester: I, II, III, IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)


Contact Weeks: 15

#### Introduction of the Course

*The course widens one's conceptual lenses to see how seemingly similar issues manifest themselves in diverse settings.*

The aim of this course is to engage students with the field of Comparative 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. One of the first challenges that students may encounter when doing comparative education is defining and operationalising the concepts that they want to compare. Different countries and regions may have different meanings, interpretations, and measurements of the same concept, such as quality, equity, or innovation. Hence, the course is designed to skill with context specific as well as 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 concerns in a field that is undergoing changes as profound as the geopolitical and economic forces that are reshaping our worlds. In the process, it would provide opportunities to probe into a range of methodologies associated with Comparative Education which would be both exemplified and opened up for debate.

Further, it is intended that through this course, students especially those from settings and locations not frequently part of the 'developed' contexts would be able to understand the processes through which educational changes occur. Students would be able to compare some efforts towards organisation of education at different stages of education in different context and identify similarities and differences to adapt and appropriate changes in one's own educational context. They would engage and reflect with the tools of comparison 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. It intends to improve the understanding of not only the forces which shape education systems and processes in different settings but also of the impact of education systems and processes on social and other developments.

  
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The Course unfolds the multi-disciplinary and applied strengths of the field of Comparative Education and the complexities of this kind of study: the dangers of the misapplication of findings; the importance of theoretical analysis and methodological rigor; and the enduring centrality of the concepts of cultural context and educational transfer for the field as a whole. Students shall evolve with a 'think global act local' desire in the light of the N.E.P. (2020) and some contemporary public reports with cross-cultural sensitivities on a range of issues in education. In short, the course nurtures capacities to critically reflect on the social realities and the solutions attempted upon with comparative frames of thought.

### **Learning Outcomes**

After completion of the course student will be able to:

1. compare some of the educational systems across the globe
2. analyse the global reports related to education
3. describe solutions attempted by nations on different issues in education
4. explain the process of internationalisation of education.
5. elaborate upon the possibilities of collaboration between two or more systems of education.

**Number of Units: 4**

**Weeks 15=60 hours**

#### **Unit I: Issue-oriented approach in Comparative Education**

**(2 weeks= 8 hours)**


- Globalisation and changing discourse in Comparative Education
- Issues in diverse context and thematic /problem solving approach
- Emerging issues and trends in Comparative Education
- The Right to Education in the world

#### **Unit II: Organisation of education system in some countries**

**(5 weeks=20 hours)**

- India
- Any other country in South Asia.
- Any one country from a 'developed' context
- Any one country from an 'under developed' context

#### **Unit III: Comparison through Public Policy and Reports on Education: (5 weeks=20 hours)**

  
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- Schooling in the Government (public) schools - insights from Public Report on Basic Education (PROBE) and Annual Status of Education Report (ASER)
- Budget provisions to Social Sector - Economic Survey ; N.E.P. (2020)
- World Bank as financier of public education- The World Development Report
- Human Development Report-UNDP; Global Education Monitoring Report -UNESCO; The State of the World's Children Report -UNICEF

**Unit IV: Interpreting children's experiences across the globe (3 weeks=12 hours)**

- Commuting to schools
- Shadow education in Asia and Africa
- Children's attitudes to other nationalities
- Rights of children and safety in schools

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Write a term paper on Organisation of school education in any one country of Asia/Africa/ Latin & South America.
2. Make a comparative time line showing the important developments in the field primary education in India and any other developing country..
3. Develop a probing paper on the status of education in any slum area/ resettlement colony/area of conflict.
4. Critically examine the budget provisions in the education sector through the Indian Economic Surveys over the last twenty years.
5. Analyse children's perception of histories of partition or displacement in the Asian context.
6. Prepare a Report on Vocational Education in Japan/South Korea/China and possible takeaways for India.
7. Make a multi-level analysis of Education in a context of displacement /zone of conflict.
8. Critically analyse the 'One Child demographic policy of China.

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9. Make a brochure on the education system in Australia/Cuba/Finland/Singapore/South Korea.
10. Compare the educational system of India and any other developing country of your choice.
11. Write an essay on Indian knowledge traditions illustrating its strengths and challenges in addressing issues in contemporary education system.
12. Illustrate upon from any context, recent innovations in education of the differently abled children in schools / Girl child / Transgenders.
13. Compare the curricula of an alternative school with that of the CBSE/ICSE.
14. Critically Analyse the prevalent shadow education for JEE ,NEET and CUET in India.
15. Engage in a collaborative group project to analyse the actors and purposes of comparison in the context of education.
16. Compare the teacher education frameworks across the globe.

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

#### Essential/ Recommended Readings:

- Alexander, R.J.(2001).*Culture and Pedagogy -International Comparisons in Primary Education*. UK: Wiley-Blackwell.
- Apple,M.W.,& Smith,C.L.(Ed.)(1991).*The Politics of the Textbook*. New York : Routledge.
- Arnone, R.P. & Torres,C.A.(Ed.)(2022). *Comparative Education: The Dialectic of the Global and the Local*. Rowman & Littlefield : UK.
- Annual Status of Education Report (ASER) 2023: Beyond Basics. (January,2024). New Delhi: Pratham.
- Barrett,M.(2007).*Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology*. Psychology Press : Sussex.

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- Benavot, A. & Braslavsky, C.(Eds.)(2006).*School Knowledge in Comparative and Historical Perspective:Changing Curricula in Primary and Secondary Education*. Comparative Education Research Centre, University of Hong Kong: Springer.
- Brock,C. & Nafsika,A. (2019). *Education Around the World: A Comparative Introduction*. London: Bloomsbury.
- Bray,M.(2021).*Shadow Education in Africa: Private Supplementary Tutoring and its Policy Implications*. Comparative Education Research Centre (CERC) in collaboration with the Centre for International Research in Supplementary Tutoring (CIRIST), East China Normal University (ECNU): Shanghai, China.
- Bray, M., Adamson,B.&Mason,M.(Ed.)(2007).*Comparative Education Research Approaches and Methods*. Comparative Education Research Centre, University of Hong Kong: Springer.
- Choube and Choube (1986, revised ed. 2020).*Tulnaatmak shiksha ka adhyayan*. Agra:Vikas Publishing (in Hindi)
- Cowen,R. &Kazamias, A.M.(Ed.)(2009). *International Handbook of Comparative Education-Part One and Two*. London: Springer.
- Economic Survey; (2022-23). Ministry of Finance, Government of India.
- 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, N. (2001).*The Development of Higher Education in India and China since the 1950s* in The 11th Congress of WCCES ,Korean National University of Education, Chungbuk, South Korea.
- Holsinger,D.B.&Jacob,W.J.(Eds.)(2008).*Inequality in Education;Comparative and International Perspectives*. CERC, University of Hong Kong : Springer.
- Jones,P.E.(1971).*Comparative Education: Purpose and Method*. University of Queensland Press: St.Lucia, Queensland.
- Kubow, P.K. & Fossum, P.R.(2<sup>nd</sup> Ed.)(2007).*Comparative Education-Exploring Issues in International Context*. Merrill Prentice Hall: New Jersey.

- Manzon, M.(2011).*Comparative Education: The Construction of a Field*. Comparative Education Research Centre, University of Hong Kong : Springer.
- Masemann,V.& Welch,A. (Eds.)(1997). *Tradition,Modernity and PostModernity in Comparative Education*. UNESCO Institute for Education : Hamburg.
- 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.
- Public Report on Basic Education (PROBE) in association with Centre for Development Economics, (1999). New Delhi :OUP.
- PROBE Revisited: A Report on Elementary Education in India (2011).New Delhi: OUP.
- Ranjan, A. (2017). *Bordering and Re-bordering of Minds: A Comparative Study of History Curriculum of India and Pakistan*. MERI Journal of Education.April,12 (1) [pp. 25-38].
- Ranjan, A. (2018). *Travelling to School: Comparative and International Perspectives*. IJMALE.July,4 (2) [pp188-192].
- Sarangpani,P.M. & Pappu,R. (Ed.) (2021). *Handbook of Education Systems in South Asia*. New Delhi: Springer.
- Sodhi,T.S. (Ed.)(2007).*Textbook of Comparative Education*. Delhi: S.Chand.
- The Protection of Children from Sexual Offences Act. (No.32 of 2012).The Gazette of India.
- The Right of Children to Free And Compulsory Education Act (2009). The Gazette of India
- UNDP. (2023-24). Human Development Report- *Breaking the Gridlock: Reimagining Cooperation in a Polarized World*.
- UNESCO. (July, 2023). Global Education Monitoring Report –*Technology in education- A tool on whose terms?*

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- UNICEF.(1989).U N Convention on Rights of Child (UNCRC).
- UNICEF. (2023). The State of the World's Children Report - *For every child, vaccination.*
- World Bank. World Development Report – Learning to Realize Education's Promise. (2018).
- Wulf, C. (Ed.). (1996).*Education for the 21st Century: Commonalities and Diversities 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.
- Apple, M.(1978). *Ideology, Reproduction and Educational Reform.* Comparative Education Review, 28(4), 550-562.
- Crossley, M.(2008).*Bridging Cultures and Traditions for Educational and International Development: Comparative Research, Dialogue and Difference.* International Review of Education,54,319-336.
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- Husen,T.T.& Postlethwaite,T.N. (1994).*The International Encyclopedia of Education* (2nd edn.). Comparative Education and International Education Organisation and Institution, Oxford: Pergamon.
- Kumar, K. (2001).*Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan.* New Delhi :Penguin. (Also available in Hindi as Mera Desh Tumhara Desh. (2007). Delhi: Rajkamal Prakashan).
- Landman,T. & Carvalho,E. (4<sup>th</sup> edn.)(2016). *Ch. 1 Single-country studies as comparison in Issues in Comparative Politics.* Routledge.
- Noah, H. & Eckstein, M.A.(1998).*Doing Comparative Education:Three Decades of Collaboration.* CERC,University of Hong Kong: Springer.
- UNESCO. *RTE (2009) - Right to education handbook* (2019).

- UNICEF Innocenti – Global Office of Research and Foresight (2023). *The Role of Social Media in Facilitating Online Child Sexual Exploitation and Abuse*. Disrupting Harm Data Insight 7. Safe Online. © End Violence Partnership, UNICEF, 2023.
- UNICEF (2024) Child Rights Impact Assessments in Relation to the Digital Environment.

### 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.

Audio Visual Material: (For Sub unit on Shadow Education)

1. All India rank.2023.Film Directed by Varun Grover

Journals:

- 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

### 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, Education System, Issues based approach in Education

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