

**Master of Education (M.Ed.)**  
**Title of the Course: S.Curr.2(h) : Perspectives in International Curriculum**  
**(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week: 30**

**Introduction of the Course**

Nowadays we are not only planning for the nation but also sustainable planetary education. So it is important to touch on this aspect through higher education where we see the place of India in a culturally diversified global world. Social justice is not possible without cognitive justice which can be achieved through a decolonized mindset and acceptance of cosmopolitan beliefs and perspectives. The purpose of this course is to promote this pluralistic perspective among MEd scholars through discussions of transnational and boundary-less international curricula and pedagogy. Through this course, the issues of transnational connectivity, plurality, and diversity in higher education dialogically discussed and critically analyzed in classroom settings. Through this course, student researchers may develop their areas of research in international curricula.

**Learning Outcomes:**

After completion of the course, students will be able to

1. Promote multicultural and diversified perspectives of the international curriculum in prospective teacher educators (MEd students)
2. Locate the place of the Indian curriculum in an International context in selected foreign countries
3. Explore epistemic understanding of international curriculum in terms of pedagogical directives in education
4. Analyze the scope of the international curriculum and its role in the Internationalization of the Indian higher education system
5. Evolve 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.


**Number of Units (5)**

**Weeks 15 = 60 hours**

**Unit 1: Understanding International Curriculum**

**(4 weeks = 16 hours)**

- Building pluralistic and cosmopolitan perspectives through philosophizing importance of international curricula, Cultural Awareness, Intercultural communications, Socialization
- International Curriculum in primary, early, middle, secondary years, and higher education
- Internationalization of faculties, students, and institutions in the Indian context
- 21st-century skills, SDG4 and SDG 16 (goal of peace, justice and strong institutions) in coherence with aims of international curriculum
- Internationalization of higher education: Learning knows no borders
- Responsibilities of HEIs in facilitating global opportunities for students, Global citizenship education.

  
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## **Unit 2: International Curriculum for Indian Education and Society (4 weeks = 16 hours)**

- The emerging trend of the need for an international curriculum in Indian Society
- Analysis of Indian Education policies (NPE 1986, 1995, 2006, 2010, NEP 2020, MoUs between Indian and Foreign Universities)
- Analyzing the concept of International schools and FHEIs in India
- Criticisms of promoting international curriculum and FHEIs in India
- Critique of Standardized international assessments such as PISA, Olympiads, QS Ranking, etc. including promotion of research techniques and publications in International Indexed Journals by Indian authors and researchers
- Cosmopolitan and multicultural understanding of Sustainable education through developing decolonized perspective and epistemic understanding of international curriculum.

## **Unit 3: World Systems Theory to Globalization/ Localization Dialectic (3 weeks = 12 hours)**

- Comparative Perspectives of Kandel; Bereday's Area Studies
- Bray and Thomas Cube-multilevel analysis
- Globalization- Localization
- Macro-Micro level of comparison
- Professional Societies- WCCES and Regional Organizations

## **Unit 4: Integration of International Curriculum in Indian Context Exploring Role of International Agencies and Organizations: (3 weeks = 12 hours)**

- Education as an Intercultural Task
- Educational Funding
- International Agencies of Education- Policy-oriented, Country specific, Academic Organizations, WCCES (World Council of Comparative Education Societies) and the Regional Organizations
- Curriculumssuchas –IB, IGCSE

## **Unit 5: Internationalization of Indian Curriculum (1 week = 4 hours)**

- Project work – research of Indian curriculum in a global context
- CBSE, ICSE in developing countries

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

1. Write a Term paper on the integration of the International Curriculum in India.
2. Complete a project on the domains of the Indian curriculum which are majorly discussed in the International Curriculum.

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


### **Essential/ Recommended Readings**

- Bereday, G.Z.F. (1964). *Comparative Method in Education*. Holt, Rinehart & Winston; New York.
- B. Chazan. (2022) "What is education" *Principles and Pedagogies in Jewish Education*, [https://doi.org/10.1007/978-3-030-83925-3\\_3#DOI](https://doi.org/10.1007/978-3-030-83925-3_3#DOI)
- Burchill, S., 2009. 'Liberalism'. In: S. Burchill and A. Linklater, eds. *Theories of International Relations*, 4th ed. Houndsmills, Basingstoke; Palgrave Macmillan; pp.57-85
- ~~Curriculum (Peter Lang)~~ William, Slattery, Taubman, Peter. 1995. *Understanding Curriculum*. (Peter Lang)
- Bourdieu, P. (1969). *Intellectual Field and Creative Project*. (Trans S. France). *Social Science Information* 8(2), 89-119.
- Bray, M. & Adamson, B. & Mason, M. (ed.) (2007). *Comparative Education Research: Approaches and Methods*. Springer; Comparative Education Research Centre, University of Hong Kong.
- Crossley, M. (2008). *Bridging Cultures and Traditions for Educational and International Development: Comparative Research, Dialogue and Difference*. *International Review of Education*, 54, 319-336
- Foucault, M. (1972). *The Archaeology of Knowledge*. Tavistock Publications, London.
- Foucault, M. (1980). *Power/Knowledge: Selected interviews and other writings 1972-1977*, Harvester Press, London.
- Freire, P. (1973). *Education for critical consciousness*. Seabury: New York.
- India as a Soft Power Author(s): Shashi Tharoor Source: *India International Centre Quarterly*, SUMMER 2008, Vol. 35, No. 1 (SUMMER 2008), pp. 32-45 Published by: India International Centre Stable URL: <https://www.jstor.org/stable/23006285>
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Flamer Press; London.
- Keohane, R., and Nye, J., 1998. 'Power and Interdependence in the Information Age', *Foreign Affairs*, 77(5), pp.81-94.
- Masemann, Vandra & Welch, Anthony (ed.) (1997). *Tradition, Modernity and Post-Modernity in Comparative Education*: UNESCO Institute for Education, Hamburg.
- Noddings, Nel. 2007. "Aims, Goals, and Objectives" *Encounters on Education*. Vol 8, Fall, 2007, pp. 7-15.
- Nye, J., 2003. *Understanding International Conflicts*. New York: Longman
- Nye, J., 2004a. *Soft Power: The Means to Success in World Politics*. New York: Public Affairs
- Nye, J., 2004b. 'When Hard Power Undermines Soft Power', *New Perspectives Quarterly*, 21(3), pp.13-15.
- Shulman, Lee. 1986. "Those Who Understand: Knowledge Growth in Teaching". *Educational Researcher* Feb. Vol. 15 No. 2. pp. 4-14.
- Postlethwaite, T.N. (1999). *International Studies of Educational Achievement: Methodological Issues*. Springer; CERC, University of Hong Kong.

#### Additional Readings:

- Pinar, William Reynolds, William, Slattery, Taubman, Peter. 1995. *Understanding Curriculum*. (Peter Lang).

291  
139

  
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- 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 21<sup>st</sup> Century: Commonalities and Diversities. In European Studies in Education, Vol. 7: Waxmann Munster/Berlin, New York.

### **Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, film discussions, critical media analysis, etc. Additionally, policy and comparative analysis of curriculum and courses in Indian and international perspectives will also be the base of this course.

### **Assessment Method**

The assessment will be formative and will be based on student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

**Keywords:** Education as an Intercultural Task, decolonized perspective and international curriculum, Multicultural and diversified perspectives of the International Curriculum, Internationalization of higher education.



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