

## **M Ed Two Year Programme**

### **S.CInt. 1 (j) : Epistemological and Conceptual Framework of Comparative and International Education**

Maximum Marks: 100

#### **Rationale of Course**

The aim of this course is to engage students with Comparative and International Education as a field of study that bears in its very name a methodological approach and enables them to develop comparative perspectives on not only the foreign systems of education but also on the contemporary trends of examining diverse issues and concerns in education across political borders. Many students who undertake comparative study of education find not only that they learn more about other cultures and societies but also that they 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. It is in this context that students would get an opportunity to rethink and develop insights in new comparing strategies, transfer, post comparison approaches and shifting trans-national scenarios and evolve cross cultural perspectives. This Paper shall focus on the epistemological and conceptual framework to construct the field of Comparative and International Education. At the end of the course, students should be able to meet the following Objectives:

- Engage with critical analysis of the intellectual histories and discourses about the epistemological boundaries of comparative and international education.
- Develop an understanding from the perspectives of Foucault and Bourdieu. The historical contingencies and power relations that led to the institutionalisation of comparative education as a stable set of heterogeneous discourses in different times and places.
- Foster depth of reflection and equip with the conceptual basis and skills of comparative inquiry to enable systematic exploration of key issues affecting educational policies, practices, and reforms at home and abroad.
- 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 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 Conceptualising Comparative and International Education**

- Cultural Awareness, Intercultural communications, Socialisation
- Identifying the field of Comparative Education- meaning, purposes & scope
- The Field's Historical Development and Paradigms
- Comparative Education as Foundational in Education
- A multidisciplinary field of enquiry
- An issue-oriented approach to Comparative Education

## **Unit II Theoretical and Methodological Concerns in Comparative Education**

- Grand theories and mid range theories; consensus/conflict/critical theories
- Structural-Functionalist Perspectives in Comparative Education; Modernization Theory; Human Capital Formation Theory.
- Marxist Perspectives in Comparative Education; Dependency Theory; Liberation Theory.
- Postmodernism and Poststructuralism: Theoretical Challenges to the Modern; Influences in Comparative Education.

## **Unit III World Systems Theory to Globalisation/Localisation Dialectic**

- Comparative perspectives of Kandel ; Bereday's Area Studies
- Bray and Thomas Cube-multi level analysis
- Globalisation-Localisation
- Macro-Micro levels of comparison
- Professional Societies-WCCES and Regional Organisations

## **Unit IV Construction of Comparative Frameworks for Interpreting Educational Issues**

- Foucault and Bourdieu- Discursive formations; Critique of Knowledge Fields
- Comparison and the use of Analytic Frameworks
- Hofstede's Framework; Harvey and Knight's Framework; Frank's Framework; Thomas's Framework
- Bridging the Frameworks to other Dilemmas in Education
- The Value of Comparative Education

## **Unit V International Agencies and Organisations**

- Education-an intercultural task
- Education Funding
- International Agencies of Education- Policy oriented, Country specific, Academic Organisations
- WCCES (World Council of Comparative Education Societies) and the Regional Organisations

## **Term Paper and Seminar Presentation**

- \* Comparative Education-A Discipline, A Field, A Method or A Perspective ?
- \* Mapping the intellectual discourse on Comparative Education
- \* Contemporary trends in Comparison
- \* Reconstructing Comparative Education

## Suggested Readings

- 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 Reform. *Comparative Education Review*, 28(4), 550-562.
- Arnove, R.P. & Torres, C.A. (ed.). (1999). *Comparative Education: The Dialectic of the Global and the Local*. Lanham, MD; Rowman & Littlefield.
- Bereday, G.Z.F. (1964). *Comparative Method in Education*. Holt, Rinehart & Winston; New York.
- 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 Hongkong.
- Choube and Choube (1986). *Tulnaatmak 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.
- 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.
- 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.
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Falmer Press; London.
- Hans, N. (1967). *Comparative Education: A Study of Educational Factors and Traditions*. Routledge & Kegan Paul; London.
- 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.
- Husen, T. T. & Postlethwaite, T. N. (eds.) (1994). *The International Encyclopedia of Education* (2<sup>nd</sup> edn.). Pergamon; Oxford.
- 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*. George G. Harrap & Co. Ltd; London.
- Kubow, P. K. & Fossum, P. R. (2003). *Comparative Education- Exploring Issues in International Context*. Merrill Prentice Hall; New Jersey.

- Manzon, M. (2011). *Comparative Education: The Construction of a Field.*: Springer; 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.
- Masemann, Vandra & Bray, Mark & Manzon, Maria (ed.). *Common interests, Uncommon goals. Histories of the World Council of Comparative Education Societies and its Members.* Springer; Comparative Education Research Centre, University of Hongkong.
- Noah, H. & Eckstein, M. A. (1998). *Doing Comparative Education: Three Decades of Collaboration.* Springer; CERC, University of Hongkong.
- Postlethwaite, T. N. (1999). *International Studies of Educational Achievement: Methodological Issues.* Springer; CERC, 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 21<sup>st</sup> Century: Commonalities and Diversities.* in *European Studies in Education, Vol. 7*: Waxmann Munster / Berlin, New York.

**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