UNIT 3 : HISTORICAL DEVELOPMENT OF COMPARATIVE EDUCATION

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Background of Comparative Education

3.4 Need of Study

3.5 Let Us Sum Up

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3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- define and explain comparative education
- describe the need and importance of comparative education.

3.2 INTRODUCTION

It is the very nature of human being to make comparison of anything animate and inanimate as well as visual and abstract in relation to others. Comparison happens whenever more than one entity is present serving the same purpose. It is our nature to choose the best one in between two or more choices. Comparative Education is considered to be a discipline in Social Science which deals with the study of different educational systems of various countries for improving the educational system of the world at large. It is an approach in the field of social science which aims to compare various educational systems practiced by each and every country based on its own educational philosophies and culture. In a nutshell, comparative education tries to study various backgrounds, educational philosophy, socio-cultural aspects of various nations on which basic curriculum, method of teaching, discipline and different aspects of education are based upon.

Also, it studies and compares the advantages and disadvantages of worldwide educational systems which in turn assist in modifying the educational system of our country.

This field of study has attained a full-fledged academic discipline that involves studying of the analysis and comparison of different educational systems of various countries. Its primary goal is to improve the quality of the educational system.



LET US KNOW

- Comparative Education is considered to be a discipline in Social Science which deals with the study of different educational systems of various countries for improving the educational system of the world at large.
- Comparative education tries to study various backgrounds, educational philosophy, socio-cultural aspects of various nations on which basic curriculum, method of teaching, discipline and different aspects of education are based upon.

3.3 BACKGROUND OF COMPARATIVE EDUCATION

The historical development of Comparative Education can be categorised into three stages, that is, Descriptive Stage, Predictive Stage and Scientific Stage. During the early times of development of comparative education, emphasis was not given on comparing educational system of one nation with another, but it was solely based on detailed description of educational system of any individual country. There was no comparision of educational system of one nation with another during that time. Some of the noted educational comparativists of this stage were Mark Anthony, Jullien de Paris, Mathew Arnold of England, Victor Cousin of France, Leo Tolstoy and K.D. Aushinsky of Russia, Domingo Sermiento of Argentina, Horace Mann and Henry Barber of the USA. The closing part of this stage can be termed as Borrowing Stage where emphasis was put upon collecting necessary information from various nations so that those practices can be

implemented for introducing best practices in education for their own country.

The second stage i.e. Predictive Stage started from the early part of 20th century. This stage was a step further than the Borrowing Stage where educational comparativists tried to study educational systems with related practices of another country so that they can predict whether those practices will be fruitful or not if it is implemented in their own country. Educational Comparativists of this stage included Friedrich Schneider and Franz Hilker of Germany, Isaac Kandel besides Robert Ulich of USA, Nicholas Hans and Joseph Lanwerys of England and Pedro Rosselo of Switzerland.

The most recent stage is known as Scientific Stage or we can term it as Analytical Stage which began from the second half of the 20th century. This stage is known as Scientific Stage because the main emphasis was on scientific analysis with objectivity of studying educational practices of other countries. This stage is quite different from the other two earlier stages i.e. Descriptive or Borrowing and Predictive stages. Unlike the earlier stages, where another nation's educational practices were borrowed upon and transplanted into own nation or educational comparativists predicted the repercussions of transplanting educational practices of other nation regarding its fruitfulness in one's nation, this stage completely focuses upon critical analysis of studying educational practices of other nations objectively before implementing it in one's own country. Some of the noted educational comparativists of this stage include Schneider, Kandel and Uich.

If we deal upon the motive of comparative study, the divisions can be also be categorized in five stages and they are:

- 1st Stage: Travellers' Tales i.e. Prehistoric to the end of 18th century
- 2nd Stage: Pioneers of Selective Educational Borrowing i.e. during 19th century
- 3rd Stage: Breaking down Barriers i.e. from the late 19th century to the early 20th century
- 4th Stage: Study of National Character and its impact on National System of Education i.e. from early 20th century to World War II
- 5th Stage: Quantitative Research i.e. from World War II to till date.



CHECK YOUR PROGRESS

Q 1: What do you mean by Comparative Education?

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Q 2 : How many stages are there in the development of Comparative Education?

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Stage I: Travellers' Tales

If we see the history of comparative education, the first stage is commonly known as Travellers' Tales. It is worth mentioning here that it is quite difficult to exactly plot from which period of history this stage began. Scholars observed that earlier people started to visit another country or nation for various reasons like doing trade and business, for leisure, or intellectual thirsts, for diplomatic contacts, adventures, etc. It was quite natural that when a person visits a foreign land, they took keen observation of various educational and cultural ways of that nation and started describing many things related to education and rearing of children practiced in another country. These descriptions were quite natural but it was not at all objective and systematic. Some of the persons of this stage were Hiuen Tsang, Cicero, Julius Ceaser, Fa Hein, Ibn Batuta, Tacitus, Marco Polo, etc. Though the scholars of that era described many things like education system, child rearing practices, knowledge and education of common people, etc, yet their reports were not systematic and scientific. It is rather difficult to establish the reliability, validity and authenticity of their reports.

Stage II: Pioneers of selective educational borrowing

Great changes have been noticed in the 19th century after many socio-political revolutions like the French Revolution, Industrial Revolution as well as the colonisation process around the world. Though educational reforms were the need of the hour during those times but majority of the

masses showed lackadaisical attitude towards any type of reforms for the betterment of the society at large. As a result, emphasis was put on sharing the best ideas and educational practices that were prevalent in many foreign countries of that time. During this stage, travellers no longer travelled out of curiosity but they were eager to know the prevalence of good educational practices around the globe. So, this stage is termed as selective educational borrowing stage. Some of the prominent pioneers of this stage were Victor Cousin, Horrace Mann, Henry Barnerd, Methew Arnold, KD Ushinsky, Mark Antoine Julian de Paris, etc.

Some of the significant implications of this stage can be enumerated below,

It was observed from the works of Julian that comparative educational plans, methodologies, etc. emerged in a systematic way. This has contributed to the development of comparative education as an important study in the field of education. From the reports of various pioneers of this stage, it was observed that the knowledge they have gathered was organised in analytical charts which helped in relating and comparing different issues of education and thus it became a method of borrowing in the history of comparative education. As an immediate impact of this period, various national agencies were established to collect and distribute various information for the benefit of the masses. Some of the cited agencies are United States Office of Education (1867), the Mussee Pedagogigue in Paris (1879) and the office of Special enquiry and reports in London (1895). Thus during the fag end of the 19th century, the governments were increasingly funding and encouraging studies of foreign educational systems and as a result it led to the development of comparative education as a new field of study.

Stage III: Breaking down Barriers

Known as breaking down of barriers, the third stage of comparative education is characterised by not only borrowing the knowledge and information from other nations but establishing international relationship with other nations through teacher and student exchange programmes. This, in turn, aided in development of cultural as well as international contacts thereby developing understanding amongst the teachers and students. The

Government on its part played an active role in sending students and teachers to different places or nations so that they can collect necessary information about the educational status and practices. Information on up-to-date modern teachers' training practices and multilingual generation to disseminate information is also looked after.

During this stage, teachers as well as students were encouraged to take part in seminars and conferences so that the horizon of their knowledge can expand. During the last part of the 19th century, it was noticed that sponsorship was introduced for organising conferences, publication of intellectual works of various nations. Various scholars like Paul Munroe, I.L. Kandel and Nicholas Hanes studied different educational problems with international scope. International Bureau of Education and UNESCO published World International Year Book by collecting relevant statistics of schools of various nations. On the basis of these data, a Comparative Analysis of the movement of education began. The international organisations like UNESCO and other economic cooperation also provides monetary assistance to those nations who were in need of advice on the development of education by inviting experts or resource persons from other countries.

Stage IV: Study of National Character and its impact on National System of Education

With the rise of social science discipline in the 19th century, its impact on education was verily felt and a strong bond emerged between the society and education. Education became just like a mirror of a particular society and it played an active role in shaping the society. As education was a part of the society, it was greatly felt so as to understand the interdependence of society and education through analysis of various factors that directly impact each other. This phase unlike the earlier phases was much more analytical regarding interrelationships between education system and practice and the society. An interest towards understanding various factors that impacted in the growth of education system of the country grew during this stage. This stage was not at all involved in borrowing selective education system from another country but it laid stress upon analysing that particular system

whether it will be a success in the recipient country, particularly in the field of education and culture. During this stage of comparative education, the study of national character, problems, cause and effect relationship, etc became an important part of education. As the school was considered as a miniature society, its different integral parts with its cultural context became an important topic of study during that period. Noted scholars of this stage whose contribution has immensely helped in shaping the national system of education besides the development of comparative education as an analytical study are Michael Saddler, William Torrey Harris, Isaac Kandel and Nicholas Hans.

Saddler, an English scholar noted, “In studying foreign system of education, we should not forget that the things outside the school matter even more than things inside the schools, and in most cases, they actually govern and interpret the things inside the school.” He minutely observed the interrelationship between education system and society, and the role of schools in relation to the society. He argued that merely studying foreign system of education will not at all be fruitful and emphasized that schools of society must be studied in the context of the society.

According to Isaac Kandel (USA), study of educational system should lay emphasis on the forces and factors which influence in the development of national system of education. Like Saddler, he did not believe on borrowing educational ideas from foreign nations but laid emphasis on studying the national character in building the educational system. He opined that schools cannot be understood outside the society.

Like Saddler and Kandel, Nicholas Hans from England also gave importance on forces and factors which build educational systems of different countries.

With the contribution of Saddler, Hans and other luminaries, Comparative Education became an integral part of Teachers’ Training Programme around many colleges and universities of the globe. In a nutshell, the main characteristics of this stage was to understand the forces and factors that shaped national system of education as well as understanding the reason behind happening of things as they were in the educational

system. It also contributed in the study of educational system in relation to the society.

Stage V: Quantitative Research

This stage began after the second World War and is thriving till date. It brought about a revolution in the field of comparative education and two major aspects have been noticed in this particular stage. The first one is formation of regional, national and international bodies like UNESCO, UNICEF, International Bureau of Education, etc. which are involved in collection of educational data, planning and implementation of educational programmes; and the second one is identifying comparative education as an independent discipline in the field of study and teaching in various academic as well as research and development institutions. With the impact of these two aspects, a radical shift has been noticed from descriptive approach to social science approach. With this radical shift, the scholars began to apply various techniques and methods to study the problems and issues of education in multifarious ways. To cite some examples, historians use historical mode of analysis, likewise philosophers use philosophical techniques, sociologists apply sociological techniques and psychologists and others use numerous research techniques. In addition, interdisciplinary approach is used by the scholars to understand various problems and issues of education to provide practical solutions to the issues related to comparative education in this stage.

Some of the major scholars of this stage are Vernon Mallinson, Brian Holmes, Edmond J. King and Joseph A. Lauwerys of Great Britain and George Z. F. Beredy as well as Harold Noah from the USA.

The various bodies from regional and international level are trying their best to establish comparative education as an independent discipline. In present time, scholars are actively engaged in studying various issues and problems related to educational system of different countries through the means of comparative education. Different agencies provide scholarships and grants to study, organise seminars, workshops and conferences on comparative education so that suitable solutions can be developed for eradicating the loopholes and bottle necks that are hampering in the smooth

development of educational system in the nation. Lastly, the works related to this stage has been a major source of information, data and advice in the process of establishment of peace and harmony through education. So, the comparative educationists are trying to provide good suggestions to various states and international societies for better educational reforms.



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- If we deal upon the motive of comparative study, the divisions can be also be categorised in five stages which are:
- Travelers' Tales - Descriptions were quite natural but it was not at all objective and systematic.
- Pioneers of selective educational borrowing - travelers no longer travelled out of curiosity but they were eager to know the prevalence of good educational practices around the globe.
- Breaking down Barriers - the 3rd stage of comparative education is characterized by not only borrowing the knowledge and information from other nations but establishing international relationship with other nations through teacher and student exchange programmes.
- Study of National Character and its impact on National System of Education - This phase unlike the earlier phases were much more analytical regarding interrelationships between education system and practice and the society.
- Quantitative Research - It brought a revolution in the field of comparative education and two major aspects have been noticed in this particular stage. The first one is formation of regional, national and international bodies like UNESCO, UNICEF, International Bureau of Education, etc. which are involved in collection of educational data, planning and implementation of educational programmes. The second one is identifying comparative education as an independent discipline in the field of study and teaching in various academic as well as research and development institutions.

3.4 NEED OF STUDY

In the present context, Comparative Education is an independent discipline under Social Science which compares data, analysis, planning and implementation of educational systems with the foreign system of education. This field of study has got an immense contribution in the field of policy making and reforms pertaining to educational systems. There are various needs to study Comparative Education especially for the students as well as teachers, policy makers, education planners, etc. Some of the important reasons behind studying comparative education are as follows.

- *For intellectual purpose*- To understand our educational system in a detailed manner from its origin and knowing the factors and forces behind the development of the system. It satisfies the intellectual thirst for knowledge amongst the people.
- *To understand foreign system of education*– It helps to understand the educational system of other nations, their merits and demerits as well as it develops global concern on various issues and problems that are prevalent in different countries.
- *To improve national system of education*– By understanding the factors and forces behind the education system of other countries, we can develop an effective and better system of education for our own country.
- *To understand the socio-cultural background*- Through comparative education, we try to gather various socio-cultural factors that affect the school or educational institution. Through this study we develop a good knowledge of socio-cultural background of the society, its merits and demerits and how it resembles with our own system of education.
- *Developing international understanding*– Comparative Education develops good understanding of various foreign system of education, society, culture thereby enhancing goodwill, peace, understanding and cooperation amongst the group of nations and its citizens.
- *Solving current problems and issues*– Comparative Education deals with understanding various problems and issues of different nations.

It assists us in understanding differences and similarities that are prevalent in our own nation with others. Through this, we can solve various problems and issues of our own nation.

- *To make people aware about innovation*– Different nations are using various electronic media as well as information and technology services in the field of education. Various innovative techniques and aids are used in delivering knowledge to the people in classroom or outside. By knowing these innovative techniques and means, one can apply it in his or her own educational system.
- *To understand the concepts of economics of education*– Through comparative education, we can develop a better understanding of the relationship between education and economy. Comparative Education studies the interrelationship between the education system and general economy of nations and how education helps in the development of economy in a healthier way.
- *To reach at par with international standards*– Comparative Education helps us to know the international trends in education and shows the direction to the countries and its people to be wholly conscious about the relevant education that will fit the people in the international arena.
- *Developing Human values*– Through Comparative Education, the value systems that are prevalent in different countries can be studied. By adopting the good values of various nations, we can mould our people with better humanitarian values in life.



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Some of the needs to study Comparative Education are"

For intellectual purpose

To understand foreign system of education

To improve national system of education

To understand the socio-cultural back ground

To develop international understanding

To solve current problems and issues

To create awareness on innovation

To understand the concepts of economics of education

To reach at par with international standards

To develop human values



ACTIVITY 3.1

Do you think the emergence of Comparative Education as an independent discipline in the field of social sciences has contributed in proper understanding of educational scenarios in international arena? Give your views and arguments.



3.5 LET US SUM UP

- Comparative Education is considered to be a discipline in social sciences which deals with the study of different educational systems of various countries for improving the educational system of the world at large. It is an approach in the field of social science which aims to compare various educational systems practiced by each and every country based on its own educational philosophies and culture.
- The historical development of Comparative Education can be categorised into three stages i.e. Descriptive Stage, Predictive Stage and Scientific Stage. During the early times of development of comparative education i.e. Descriptive Stage, emphasis was not given on comparing educational system of one nation with another, but it was solely based on detailed description of educational system of any individual country with no information relating to comparision of educational system of one nation with another.
- The second stage i.e. Predictive Stage started from the early part of 20th century. This stage was a step further than the Borrowing Stage where educational comparativists tried to study educational systems

with related practices of another country so that they can predict whether those practices will be fruitful or not if it is implemented in their own country.

- The most recent stage is known as Scientific Stage or we can term it as Analytical Stage which began from the second half of the 20th century. This stage is known as Scientific Stage because the emphasis was on scientific analysis with objectivity of studying educational practices of other countries.
- If we deal upon the motive of comparative study, the divisions can be also be categorised in the following five stages:

  1st Stage: Travellers' Tales - Scholars observed that earlier people started to visit another country or nation for various reasons like trading and business, for leisure, or intellectual thirsts, for diplomatic contacts, adventures, etc. It was quite natural that when a person visits a foreign land, they took keen observation of various educational and cultural ways of that nation and started describing many things related to education and rearing of children practiced in another country. These descriptions were quite natural but it was not at all objective and systematic.

  2nd Stage: Pioneers of selective educational borrowing - where emphasis was put on sharing the best ideas and educational practices that were prevalent in many foreign countries of that time. During this stage, travelers no longer travelled out of curiosity but they were eager to know the prevalence of good educational practices around the globe. So, this stage is termed as selective educational borrowing stage.

  3rd Stage: Breaking down Barriers - Known as breaking down of barriers, the third stage of comparative education is characterised by not only borrowing the knowledge and information from other nations but establishing international relationship with other nations through teacher and student exchange programmes.

  4th Stage: Study of National Character and its impact on National System of Education - This phase, unlike the earlier phases, was much more analytical regarding interrelationships between education

system and practice and the society. This stage was not at all involved in borrowing selective education system from another country but it laid stress upon analysing that particular system whether it will be a success in the recipient country, particularly in the field of education and culture.

5th Stage: Quantitative Research - This stage began after World War II and is thriving till date. It brought about a revolution in the field of comparative education and two major aspects have been noticed in this particular stage. The first one is formation of various bodies and agencies which are involved in collection of educational data, planning and implementation of educational programmes and second one is identifying comparative education as an independent discipline

- Some of the needs to study Comparative Education are mentioned below:

  For intellectual purpose
  To understand foreign system of education
  To improve national system of education
  To understand the socio – cultural back ground
  To develop international understanding
  To solve current problems and issues
  To create awareness on innovation
  To understand the concepts of economics of education
  To reach at par with international standards
  To develop human values.



3.6 FURTHER READING

1) Chaube, S.P.; *Comparative Education*, Ram Prasad & Sons, Agra, India (1969).

2) Sharma, R.A.; *Comparative Education– Educational Systems & Problems of the World*, R. Lall Book Depot, Meerut (2008).

3) Sodhi, T.S.; *Textbook of Comparative Education*, Vikas Publishing House Pvt. Ltd., Noida (2020).



3.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: Comparative Education is considered to be a discipline in Social Sciences which deals with the study of different educational systems of various countries for improving the educational system of the world at large.

Ans to Q 2: There are five stages and they are Travellers' Tales, Pioneers of Selective Educational Borrowing, Breaking down Barriers, Study of National Character and its impact on National System of Education and Quantitative Research.



3.8 POSSIBLE QUESTIONS

A. Short Question (Answer each question in about 150 to 300 words)

Q 1: How did Comparative Education become an independent discipline in social science?

Q 2: Describe briefly the historical development of comparative education in Descriptive Stage.

Q 3: When did the Predictive Stage start? Why is it significant?

Q 4: Discuss briefly the development of comparative education in Scientific Stage.

B. Long Question (Answer each question in about 300 to 500 words)

Q 5: How we can classify the stages of development of Comparative Education on the basis of motive of comparative study? Explain.

Q 6: Discuss the significance of the stage of "Travellers' Tales.''

Q 3: Discuss the pioneers of Selective Educational Borrowing Stage of Comparative Education.

Q 4: Discuss the study of National Character and its impact on National System of Education.

Q 5: Explain the development of Comparative Education after World War II.

Q 6: Discuss the needs to study Comparative Education.

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