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Comparative Education (Optional Paper)

SEMESTER – IV

EDUCATION

COURSE 03

BLOCK 1

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COURSE INTRODUCTION

This is a course in the 4th semester of the two years Master's Degree Programme in Education. This course tries to provide a wide coverage of the core concepts of Comparative Education. Comparative Education is concerned with the evaluation of different educational systems of different countries. This particular course will help you to understand how educational systems are shaped by wealth, ideology, social and cultural features of a country and by the impacts of globalization on education policy and practice in different regions and countries. This course is divided into two blocks.

BLOCK INTRODUCTION

This First Block consists of total six units. The first unit deals with the concept of comparative education, its importance and relevance to be studied in the 21st century. The Second Unit discusses the various methods of comparative education. The Third Unit explores the historical development of coparative education. The Fourth Unit deals with the factors of comparative education. The Fifth Unit discusses the approches of comparative education and the Unit Sixth explores the determinants of the national system of education.

While going through this block you will come across some boxes which are put on the left side or right side of the text. These boxes will provide the meanings of some words and concepts cited within the text. Apart from this, there will be some broad and short questions included under Activity and Check Your Progress in every unit. Activities will increase our thinking capacity because questions put in Activity are not directly derived from the text. But answers to the short questions are provided in the section. Answers to Check Your Progress. Besides, there are some text-related questions which are put in Model Questions. These questions will help you in selecting and mastering probable topics for the examination so that you can prepare for the examination with confidence.

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UNIT 1 : INTRODUCTION TO COMPARATIVE EDUCATION

UNIT STRUCTURE

1.1 Learning objectives
1.2 Introduction
1.3 Meaning of Comparative Education
1.4 Importance of the Subject of Comparative Education
1.5 Scope of Comparative Education
1.6 Let Us Sum Up
1.7 Further Reading
1.8 Answers To Check Your Progress
1.9 Possible Questions

1.1 LEARNING OBJECTIVES

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

- discuss the meaning of comparative education
- explain the importance of comparative education
- discuss the nature and scope of comparative education.

1.2 INTRODUCTION

Comparative education is a discipline in the social sciences which entails the scrutiny and evaluation of different educational systems, such as those in various countries. Professionals in this area are absorbed in advancing evocative terminologies and guidelines for education worldwide, enhancing educational structures and producing a context against which the success and effectivity of educational programmes and initiatives can be assessed. In fact, the process of comparative education helps the educators to explore the prevalent education systems across the world and also to direct the educational leaders to frame the right based approach for the sustainability of their own education system of their country or state. According to Harold Noah (1985) and Farooq Joubish (2009), comparative

education has five purposes:

- To describe educational systems, processes, or outcomes.
- To assist in the development of educational institutions and practices.
- To highlight the relationships between education and society.
- To establish generalized statements about education that are valid in more than one country.
- To help the current generation understand the now a days education systems with reference to the past.

Considering the relevance and importance of comparative education, through this unit an attempt has been made to explore the importance of comparative education, its nature and scope in some detail.

1.3 MEANING OF COMPARATIVE EDUCATION

Comparative education **helps students to acquire better understanding of the education system of other countries and borrow some aspects for better improvement of education at home**. **Marc-Antoine Jullien de Paris** became a prominent figure in comparative education in the 1940s, as his contributions to comparative education theory became known at Teachers College, Columbia University, the University of Geneva, the International Bureau of Education (where he was proclaimed the father of comparative education). Besides, the Comparative Education Society, introduced by Brickman, came into being at a conference in New York in **1956**.

Comparative education is a fully established academic field of study that examines education in one country (or group of countries) by using data and insights drawn from the practices and situation in another country, or countries. Programmes and courses in comparative education are offered in many universities throughout the world, and relevant studies are regularly published in scholarly journals such as Comparative Education, International Review of Education, International Journal of Educational Development and Comparative Education Review. The field of comparative education is supported by many projects associated with UNESCO and the national

education ministries of various nations.

Comparative education has been defined in different ways by various authors but what is common in the definitions is the emphasis on the use of data from another educational system. Getao (1996) defined Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems. Noah and Eckstein (1969) defined comparative education as follows: Comparative Education is potentially more than a collection of data and perspectives from social sciences applied to education in different countries. Neither the topic of education nor the cross-national dimension is central to any of the social sciences; nor are the social science concerns and the cross-national dimension central to the works of educators. The field of comparative education is best defined as an intersection of the social sciences, education and cross-national study. On the other hand, Sodhi (2006) has quoted various definitions as put forward by renowned comparativists, taking another angle different from the above comparativists, who either defines Comparative Education as focusing on various education systems, as in case of Getao or as an interdisciplinary social science, as in case of Noah and Eckstein. Sir Michael Sandler delivered a lecture in 1900 in which he contended that in studying foreign system of education, it should not be forgotten that things outside the school matter even more than things inside; and that an education system is the outcome of (societal) forces which have been operated over an extended period of time. Thus, he opened a new way of conceptualising Comparative Education and foreign education systems, namely as the outcome of societal or contextual forces. Isaac Kandel (1881-1965) took up Sandlers view that comparative education should not emphasise only educational set up, organisation, administration, methods, curriculum and teaching but also the causes behind educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies.



CHECK YOUR PROGRESS

Q 1: Define Comparative education.

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1.4 IMPORATNCE OF THE SUBJECT OF COMPARATIVE EDUCATION

After discussing the basic meaning of comparative education, let us now discuss or analyse why comparative education should be a subject of study in the education system. In fact, it is a fact that the education systems across the world are different. So, we must try to explain why this difference exists. In this context, the methods of comparative education help to understand the differences in various educational systems across the world. Each education system across various countries has the national education system that indicates the national character of that country. It is because, the national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system.

As comparative education means a systematic examination of other cultures and other systems of education which emanate from the prevailing cultures of the countries. In order to discover resemblances and differences and to understand the various factors that influence upon the education system, comparative education should be incorporated as a subject of study in the course content particularly for the subject of Education.

George Bereday (1920-1983) emphasized the importance of methodology of Comparative Education. In his classic book, Comparative Method in Education (1964), he describes Comparative Education as making sense out of the similarities and differences among educational systems. Phillip E. Jones, an Australian comparativist, attaches importance to using

the methodology of Comparative Education for educational planning. He notes that Comparative Education with its rapidly increasing resources and its hope for better methods seems admirably suited to provide a more rational basis for the planning of education. Edmund J. King (1914-2002), in his book Comparative Studies and Educational Decision takes the planning angle, when he expresses the view that Comparative Education is a discipline, which systematizes our observations and conclusions in relation to the shaping of the future. To him this world now is no longer possible to find the solutions of any educational or social problem within that country and thus we are to look for it from other countries, cultures and societies.

There are various reasons as to why Comparative Education should be studied by prospective teachers and reformers of education in any country of the world. The following are the reasons behind the study of the subject of comparative education:

- **The basic utility**: The Utility of comparative education is to describe an education systems/learning communities within their social context, in order to satisfy the yearning for knowledge which is part of human nature.
- **Comparative Education satisfies the need to understand:** The education systems are explained or understood from surrounding contextual forces which shape them. Conversely, if education systems are also shaped by the societal matrix in which they are embedded (and if education systems, in turn, shape societies and cultures) then the comparative study of education systems also foster an understanding of cultures or societies. Noah's (1986) thesis of education as the touch stone of society' is very topical here. In this respect, the value of Comparative Education is very topical in times of multicultural societies and Intercultural Education.
- **Evaluation:** Comparative education serves the purpose of evaluating education systems. In the current globalised world, the evaluation of the domestic 7 education projects assumes even bigger importance. Hence, the proliferation of studies such as the PISA (International Programme for the Assessment of Student Achievement) and IEA

(international Educational Assessment) studies, and the international ranking of the universities. The universal evaluation entails how well the education systems of the world rise up to the challenges of the 21st century as well as to an estimation of the limits and possibilities of the societal effects of education. Intellectual Comparative education is an intellectual activity that scholars can pursue to the highest level possible in the academic ladder. They can pursue it in their masters and doctoral programmes. An individual can do this in order to enhance his/her intellectual capacity concerning other systems of education with the purpose of enlightenment. This knowledge would help an individual to understand their education system better as well as that of others with the intention of improving and solving the problems in their own system. Knowledge for its own sake is the sole ground upon which comparative education needs to make a stand in order to merit inclusion among other academic fields.

- **Planning:** Modern societies have come to appreciate the importance of planning. Various problems that are associated with over-population, under production, diseases, economic non-viability, industrialization and social ills can be tackled through planning. Planning requires careful formulation of objectives, establishment of priorities and the identification of the means to achieve those objectives. Since an educational policy affects millions of people, rational decisions need to be made so that the policy can achieve the desired results. Comparative education is also pursued to design a new education system, to plan education, and to reform education systems. In reforming or improving the education system or in grappling with an educational issues, challenges or problems, one country could benefit from the experience of another country that once had faced the same problem, could reveal to the full extent the implications of the problems and the possible contributory causes; and could also suggest possible solutions to the problems.
- **Practicability:** We are living in a practical age in which education is regarded as a consumer good. The pattern of education, which loses

its practicability, goes on being replaced by such patterns which have practical utility. Those patterns of education that have no practical utility are being reformed. For example, in United Kingdom, the state supported primary schools the objectives were to teach the masses how to read and write, so as to enable them work better in the industrial society. These systems have survived with modification and improvements. In the former USSR and China, work experience was emphasized and was very much reflected in the curriculum. In United States of America, comprehensive schools on the principle of utility and practicability have replaced grammar schools. In Kenya, the education system was reformed in 1985 with a view to making it more practical. There were various arguments that had shown that the education system was more elitist and had no practical utility to the pupils involved. The problem of reforming an education system to make it more practical and of utility must be studied for solutions and this can be done better through the study of comparative education. Moreover, recently there have appeared a number of publications proclaiming the value of Comparative Education in assisting the teachers to improve his/her teaching practice. Comparative Education can assess the track record of particular teaching methods in particular contents. Not the least significance is the value of assisting to improve teaching practice in multicultural classrooms.

- **Humanitarian viewpoint:** The original inspiration source of the scholarly field of Comparative Education, the philanthropic ideal of the time of Jullien (1775-1848), remains the most noble cause in comparative education. Serving and improving the state of humanity is, in the current age of globalisation, more urgent than ever by nurturing a global citizen who is equipped with a creative, critical and caring mind set. Since the Universal Declaration of Human Right by the United Nations assembly in 1948, people have aspired for peace, freedom, equality and a better life. Education has been highlighted as a human right and it needs to be accessed by all irrespective of age. Most of the countries in the world are aspiring to provide education to

their masses. Countries like Kenya, Nigeria and Uganda are providing universal primary education. However, the economic and social implication of providing education to the masses is not well known. Nations need to co-operate in order to create a better world. Therefore, the knowledge of each education system is necessary and the same can better be acquired through comparative education.

- **Educational problems in world perspective:** Most countries of the world have identical problems in their educational systems. Therefore, it is possible for them to learn lessons from each other on how they resolved a particular problem. For example, when Kenya was implementing free primary education in 2003, Nigeria could have provided some of the clues of the problems, which were to be expected, and the solutions to them. Uganda, a close neighbour to Kenya also implemented universal primary education earlier and she could have provided Kenya with practical solutions on how she managed her problems. Other lessons could have been learnt from Cuba on how she managed to obtain total literacy while India has problems in achieving it. These countries can provide important lessons to Kenya during her implementation of free primary education. Also, one would want to know how the nations have struggled to establish the media of instruction. The comparative approach would yield a deeper understanding of the educational problems and their solutions. In this era, the purpose of Comparative Education would be better understanding of the changed circumstances and having better equipment to fulfil the new responsibilities. This will help in understanding as to why the education systems in some countries are progressive, while in some others, they are backward. The administrative system of the land influences the state of the educational system. For example, the administrative machineries of Switzerland, Canada, USA and Japan are combined with local autonomy and decentralized control. Consequently, in the educational system of these countries, we find a reflection of their political philosophy. Thus, the political philosophy and administrative systems of various countries

determine the administration and control of education.

- **Innovation in education:** There are many innovations, which are being introduced in the field of education today. The development of technology has facilitated new methods of organizing learning. For example, the use of Radio and Television to deliver knowledge, the use of other aspects of media, the emergence of Open Universities, the African Virtual University (AVU) and computer assisted distance learning etc. have been introduced in the field of education. All these have facilitated education in a comparative context. The USA system has facilitated the spread of innovations in education around the world. In most of the developing countries, distance education with the use of computer assisted learning is viewed as the panacea for educational access and the associated problems. In this regard, the main problem would be the scarcity of qualified teachers in most of the developing countries.
- **Economics of education:** Much of the massive expansion in the provision of education since the middle of the 20th century took place on the basis of the belief that the provision of education results in economic growth and increased economic productivity. Research has generated the realization that the spread of education is positively correlated with increasing productivity. For example, the former USSR set out to improve her economy by taking, as a first step, the eradication of illiteracy. Also, all the developed countries have progressed by investing more in education. On the other hand, most of the developing countries have generated the problem of educated unemployment or brain drain by improving their education systems. The belief in the value of education as the instrument to effect economic growth took off in the second half of the 20th century. This belief was spurred by the publication of a book and the formulation of a new theory. F. Harbison and C.A. Myer published their book “Education, Manpower and Economic Growth” in 1964. This book was based on a correlation between educational enrolment ratios and the level of economic development of 75 countries in the world. In 1961. Theodor W. Schultz,

in his presidential address to the American Association of Economists, explained his theory of human capital. This theory, for which he was awarded the Nobel Prize for Economics in 1979, saw education as a productive investment and no longer as a consumption item as it has been seen in history up to that point in time. This theory resulted in a revolution in Economic thought and in Education alike (cf. Sobel. 1982). While the subsequent experience of more than half a century of educational expansion has proved this belief in the economic returns to educational investment very naive and simplistic, economic expansion should not be the only reason for the provision and expansion of education. Much of the expansion, in education worldwide, takes place in the belief that education will affect economic growth and countries can learn a lot from each other regarding the use of education to effect economic growth.

- **Education for international understanding:** International understanding is a central purpose for studying comparative education. The two World Wars made man seek even more seriously the various ways of promoting international understanding. The United Nations Educational Scientific and Cultural Organization (UNESCO) has recognized that wars begin from the minds of men. Therefore, in order to stop another war from occurring, international understanding is essential so that national pride can be curtailed in the people's minds. This was the spirit of the League of Nations in 1921; International Bureau of Education in 1925 and Commission of Intellectual Cooperation in 1926. To deal with labour problems and education, International Labour Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) have been established. The declaration of human rights by United Nations Organization (UNO) as a way of enhancing peace has contributed to international understanding. Education is seen as the possible way to enhance international understanding. To understand other nations of the world, their philosophies of life, education, culture and sociology and to understand the forces, be they geographical, cultural, local

and religious influencing their life, to know more about their customs, traditions and culture is absolutely essential. An understanding of how these cultures is affecting the education systems, and how these cultures are shaped by education is important for the development of a clear concept of internationalism. Exchanging students, teachers and other social workers is intended to promote the international systems of education.



CHECK YOUR PROGRESS

Q 2: State some points regarding the purposes of Comparative Education.

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1.5 SCOPE OF COMPARATIVE EDUCATION

George Bereday (1920-1983), in his classic book, *Comparative Method in Education* (1964), describes Comparative Education as making sense out of the similarities and differences among the educational systems across the world. It catalogues the educational methods across national frontiers and in this catalogue each country appears as one variant of the total store of mankind's educational experiences. Phillip E. Jones, an Australian comparativist, too attaches importance to using the methods of Comparative Education for educational planning. He notes that Comparative Education with its rapidly increasing resources and its hope for better methods seems admirably suited to provide a more rational basis for the planning of education. Edmund J. King (1914-2002), in his book *Comparative Studies and Educational Decision* takes the planning angle, when he expresses the view that Comparative Education is a discipline, which systematizes our observations and conclusions in relation to the shaping of the future. To him this world now is no longer possible to find the solutions of any educational or social problem within that country and thus we are to look for it from other countries, cultures and societies. Comparative education serves this purpose to a considerable extent, at least in the world of

education.

According to Harold J. Noah and Max Eckstein (1993), Comparative Education has four purposes:

- To describe educational systems, processes, or outcomes.
- To assist in the development of educational institutions and practices.
- To highlight the relationships between education and society.
- To establish generalized statements about education those are valid in more than one country.

The scope of Comparative Education could be viewed in the following ways.

First there is the subject matter/content perspective which covers the essential components of educational systems such as aims, content or curriculum, administration, financing, teacher education and structure.

Secondly, there is the geographical unit/area study perspective which comprises intra-national, international, regional, continental and global or world systems studies and analysis. Intra-national studies involve studies done within a nation. The national studies may involve several nations within a region or a continent.

Then there is also the ideological approach, which compares educational systems across different countries on the basis of differing political, social and economic ideologies that are followed. The national philosophy in a country influences the kind of the education that is provided. This can further be affected by the political party manifestoes that propagate a particular ideology. The Socialist countries have used socialism as the main ideology that is followed in their countries and this has affected the education system in those countries. On the other hand, Western countries have used several ideologies such as pragmatism, nationalism and democracy in furthering their educational ideals. The thematic scope focuses on themes, topical issues or problems and compares them within one or more geographical units. This can further be done by analysing of a topical issue in education and understanding it.

Lastly the special/historical scope deals with the study of historical development of education.

Many important educational questions can best be examined from an international-comparative perspective. For example, in the United States of America, there is no nationwide certificate of completion of secondary education. This raises the question of the advantages and disadvantages of not having such certification and even the choice of not having such a public examination in each of the 50 states. Comparative Education draws on the experience of countries such as Japan and France to show how a centralized system works, and what the advantages and disadvantages of centralized certification are. This information could then be used to improve the home or own education system.

From the existing literature, it is evident that comparative education does not have one agreed definition. Different authors will give their working definition of Comparative education as the analytical survey of systems of education across national borders with a view of establishing similarities and differences. In this view, the intention is to find the factors that influence particular education systems. This would involve analysis of the forces that make room for the resemblances and differences in a particular education system. The scope of comparative education involves the study of educational system or systems. This would involve aspects of structure, organization, curriculum, financing, administration and educational problems such as repetition, dropout, access, urbanization and participation of various groups in education.



ACTIVITY 1.1

How would you like to explain the need of comparative education as a subject to study for a 21st century learner?



CHECK YOUR PROGRESS

Q 3: Highlight the scope of Comparative Education.

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1.6 LET US SUM UP

- The process of comparative education helps the educators to explore the prevalent education systems across the world and also to direct the educational leaders to frame right based approaches for the sustainability of their own education system of the country or the state.
- Getao (1996) defined Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems.
- Noah and Eckstein (1969) defined comparative education as potentially more than a collection of data and perspectives from social science applied to education in different countries.
- Isaac Kandel (1881-1965) took up Sandler's view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes behind educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies.
- George Bereday (1920-1983) emphasized the importance of methodology Comparative Education. In his classic book, *Comparative Method in Education* (1964) he describes Comparative Education as making sense out of the similarities and differences among educational systems.
- Phillip E. Jones, an Australian comparativist, too attaches importance to using the methodology of Comparative Education for educational planning. He notes that Comparative Education with its rapidly increasing resources and its hope for better methods seems admirably suited to provide a more rational basis for the planning of education.
- Edmund J. King (1914-2002), in his book *Comparative Studies and Educational Decision* takes the planning angle, when he expresses the view that Comparative Education is a discipline, which systematizes

our observations and conclusions in relation to the shaping of the future. To him this world now is no longer possible to find the solutions of any educational or social problem within that country and thus we are to look for it from other countries, cultures and societies.

- The scope of comparative education involves the study of educational system or systems. This would involve aspects of structure, organization, curriculum, financing, administration and educational problems such as repetition, dropout, access, urbanization and participation of various groups in education.



1.7 FURTHER READING

1) https://lms.su.edu.pk/download?filename=1620120537-1-introduction-to-comparative-education.pdf&lesson=56423#:~:text=Comparative%20education%20is% 20a%20fully,in%20another%20country%2C%20or%20countries.



1.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: Comparative education helps students to acquire better understanding of education system of other countries and borrow some aspects for better improvement of education at home. In order to discover resemblances and differences and to understand the various factors that influences upon the education system, comparative education should be incorporated as a subject of study in the course content particularly for the subject of Education. George Bereday (1920-1983) has emphasized the importance of methodology Comparative Education. In his classic book, Comparative Method in

Education (1964) he describes Comparative Education as making sense out of the similarities and differences among educational systems.

Ans to Q 2: According to Harold Noah (1985) and Farooq Joubish (2009), comparative education has five purposes:

- To describe educational systems, processes, or outcomes.
- To assist in the development of educational institutions and practices.
- To highlight the relationships between education and society.
- To establish generalized statements about education that are valid in more than one country.
- To help the current generation understand the now a days education systems with reference to the past.

Ans to Q 3: The scope of comparative education involves the study of educational system or systems. This would involve aspects of structure, organization, curriculum, financing, administration and educational problems such as repetition, dropout, access, urbanization and participation of various groups in education.



1.9 POSSIBLE QUESTIONS

A) Short Questions (Answer within 50-100 words)

Q 1: What is meant by comparative education?

Q 2: Identify a few points regarding the purposes of comparative education.

Q 3: Define comparative education.

B) Long Questions (Answer within 100-300 words)

Q 1: Discuss the relevance of comparative education to be studied in the 21st century.

Q 2: Explain the need and importance of the subject of comparative education.

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UNIT 2 : METHODS OF COMPARATIVE EDUCATION

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Quantitative or Statistical Method

2.4 Psychological Method

2.5 Descriptive Method

2.6 Sociological Method

2.7 Historical Method

2.8 Analytical Method

2.9 Synthesis Method

2.10 Let Us Sum Up

2.11 Answers To Check Your Progress

2.12 Possible Questions

2.1 LEARNING OBJECTIVES

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

- conceptualize the different methods of comparative education,
- describe the qualitative method
- develop an idea on the historical and sociological methods
- explain analytical and synthetic methods of study.

2.2 INTRODUCTION

Comparative study helps the study of a subject in a proper useful manner. It helps us to know what is the importance of a particular branch of study, in relation to other branches of study. In the previous unit we have found that the credit for introducing the comparative education goes to Sir Michel Sadler, Nicholas Hans, I. L. Kandel and among others. They were infact, responsible for development of several new branches of study. It should be noted here that, just like other social sciences Comparative Education has been studied at different stages of its development with

different methodologies. In the various methods of the study of Comparative Education the following are noteworthy – Quantitative, Psychological, Descriptive, Sociological, Historical, Analytical and Synthetic. In this unit these methods are explained for your better understanding.

2.3 QUANTITATIVE OR STATISTICAL METHOD

We have noted in the previous unit that in the study of Comparative Education we analyse the similarities and factors inherent in the education systems of various countries. Hence, it is necessary to use the statistical method for finding out the progress or decline of education in a country. In this method various type of educational data about a country are collected. For example, the data on the number of students at a certain stage of education, expenditure on them, the pass and fail percentages at various stages of education, expenses on teachers' salaries, school buildings and other items are collected, and the same are compared with the identical data of another country. Thus, the progress or decline of education in any country is statistically analysed.

However, the greatest difficulty of the statistical method is to procure reliable data. Generally, due care is not taken in the collection of data. Consequently, much of the collected data are false. Another difficulty in this connection is that the various educational terms used in different countries do not connote the same meaning. Therefore, their statistical analysis is falsified. Moreover, through the statistical method we cannot understand the educational characteristics that are the result of social, cultural, economic, political and religious situations of a country. Evidently the use of the statistical method is very limited.

2.4 PSYCHOLOGICAL METHOD

With the help of this method, educationists compare educational attainments of the students of different countries by means of tools, which are universally accepted. The International Project for Evaluation of Educational Achievement is doing substantive work. It is a beginning made

by the educationists and psychologists in this direction. The limitations like developing internationally valid and reliable achievement tests, selections of scientifically representative data, mechanics of accuracy in recording data, establishing internationally recognised quotient and norms are yet to be overcome. With the development of proper tools and techniques, accompanied by the scientific results of research project being taken up in this methodology of Comparative Education; it seems that this method has a great future.

2.5 DESCRIPTIVE METHOD

This method was used in the nineteenth century as the main purpose of Comparative Education then was to incorporate the good points of another country. For this, a detailed description of educational affairs of another country was necessary. So many educationists presented detailed descriptive accounts of educational systems of other lands. John Griscom of U.S.A. is worthy of mention in this regard. In 1918-19 he visited Great Britain, France, Holland, Switzerland and Italy and wrote a book entitled "*A Year in Europe*" describing their educational systems. An attempt was made in U.S.A. to incorporate some of the special characteristics of the educational systems as described in this book. In 1831, Victor Cousin of France published a Report on the educational system of France. Some of the educational characteristics of Prussia as described in this report were imitated in Great Britain and France. Victor Cousin did not make a comparative study of educational systems of other lands in his Report. Therefore, his report could be evaluated by only those persons who had a good knowledge of educational systems of other countries. Thus, in the nineteenth century only those person were able to understand comparative education who had a good knowledge of educational system of their own country.

Matthew Arnold of Great Britain and Horace Man of U.S.A. did some work in the area of descriptive method. Mathew Arnold studied the educational systems of France and Germany and published a report about France in 1859 and about Germany in 1865. Mathew Arnold in his description drew our attention also to those factors which distinguish the educational

system of one land from that of another. Sir Michael Sadler and Paul Monroe followed Arnold's method. Thus, the study of comparative education became better organised.

Horace Man visited Germany, Ireland, Great Britain, France and Holland and in 1843 published a Report on the educational systems of these countries. Horace Man in this Report pointed out the special characteristics of the educational systems he had studied and also mentioned the specific element that should be imitated by others. Thus in his descriptive method Horace Man paid attention to the evaluation of the characteristics and their utilities. As a result, the later educationists also paid attention to the evaluation and utilities of the characteristics of educational systems in other countries.

Henry Bernard, between 1856 and 1881, published thirty one volumes of *"The American Journal of Education".* In these volumes he described the educational systems of the various states of U.S.A. and of many foreign countries. And so he placed before us standard data. In this process he also interpreted the historical background of each educational system he described.

In his study of comparative education, Michael Sadler emphasized the point that we should study all those national factors that influence the educational system of a land and are responsible for its development and decline. He considered the study of Comparative Education as useful for one's national system of education.

The above account indicates that the descriptive method of comparative education was advocated by those educationists who wanted to promote and popularize the study of Comparative Education.



CHECK YOUR PROGRESS

Q 1: What is the necessity of using the statistical method?

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.....

Q 2: Fill in the blank:

Quantitative method is also known as .....

Q 3: What is the significance of psychological method?

.....

.....

Q 4: What was the main purpose of Comparative Education in nineteenth century?

.....

.....

Q 5: Who wrote the book "A Year in Europe"?

.....

.....

2.6 SOCIOLOGICAL METHOD

In the sociological method the educational problems are studied in a social context. This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations. Hence the educational problems of a country have their origin in some social problems and they do not exist by themselves as there is a close relationship between education and society. The sociological method of the study of comparative education does not emphasize only the part causative factors, but also those social and cultural aspects which may be responsible for the problem. It may be mentioned that the educational system of a country becomes useless when it does not run parallel to the social situation of the country and the aspirations of the people. The education in India as obtained during the British rule may be cited as a case in point, because the same did not satisfy the social needs in the country or the aspirations of the people. Hence the establishment of Kashi Vidyapith (Varanasi), Jamia Milia, Delhi and Visva-Bharti, Bolpur (West Bengal), in the country.

The sociological method suffers from the limitation that it ignores the contributions of individuals towards the growth of education. We know

that in each country there are some individuals who have contributed immensely towards the growth of education in their countries.

2.7 HISTORICAL METHOD

In the historical method we study the modern educational problems. This method reveals the basis on which the modern educational system is based. Needless to say that this knowledge may help us in eliminating undesirable elements in the system and further strengthening the desirable ones.

It will be improper to think that we employ the historical method only to know the past in order to understand the present better. In fact, our purpose is also to improve the future by hinting at those factors which may be more useful. In the historical method, we try to understand all those geographical, social, racial, political, religious and linguistic factors which influence the educational system of a country. Nicholas Hans, Schneider and Kandel have emphasized this method. However, one of the great limitations of the historical method is that the data on which we base our study may not be reliable because in the collection of the same, due care is not observed. Therefore, conclusions derived cannot be very useful. We have to keep in mind that the historical materials about educational systems of various countries are generally not very reliable. This limits the utility of the historical data. Hence more research is needed for making them reliable.

Another difficulty with the historical method is that historians generally are not impartial in their accounts. They want to conceal undesirable elements about the history of their own country and look on facts relating to other countries with prejudice. Thus, the truth is not known. Consequently, by the historical method we cannot reach the right conclusions. The third difficulty of the historical method is that the part is unduly emphasized. Thus, the study of comparative education becomes unbalanced.

2.8 ANALYTICAL METHOD

In the previous sections, we have remarked several times that the educational system of a country has a close relationship with its social,

political and economic conditions. It is because of this relationship that a comparative study has become necessary. In any comparative study we have to use analysis. Because through analysis we can separate the various elements and understand the importance of each independently. Analytical method can be useful only when the social and educational organizations are compared. For this comparison the following four factors are necessary–

To Collect Educational Data: To collect all the educational information through descriptive and statistical methods is necessary for analytical method.

Interpretation of Social, Political, Economic and Historical Data: This is necessary in order to understand similarities and differences found in the educational systems of various countries.

Determination of Standard for Comparison: After finding out the similarities and differences of the various educational systems, we have to compare the same according to certain standards. It is the business of the analytical method to formulate these standards. Political philosophy, aims of education and the method of control of education may be cited as some standards for comparison. In the context of these standards, we shall understand the similarities and differences of educational systems of various countries. For example, we can say that since there is a difference between the political philosophies of India and China, therefore, we find differences in their educational systems.

Interpretation and Conclusion: On the basis of the above three aspects we interpret the collected data and reach certain conclusions on the basis of comparison.

Limitations of the Analytical Method:

The above account indicates the utility of the analytical method but this method suffers from the difficulty that in the process of analysis no adequate attention is paid to the totality of the educational systems. We have to keep in mind, as we have already referred to in the previous chapter, that inspite of differences in the educational systems of various countries,

there is an inherent similarity. The analytical method is prone to close our eyes to this inherent similarity. Therefore, in the study of Comparative Education the necessity of synthetically method has been conceived. We shall study this method below.

2.9 SYNTHESIS METHOD

We have already noted that in the study of Comparative Education, international point of view is now considered important. The method of synthesis emphasizes this point of view. In this method the problems of education are studied on an international plane. Edmund King in his book "*World Perspective in Education*" has advocated this method. When we study the problems of education of various countries, we find some universal truths in their inherent differences, because there is much similarity in the needs and aspirations of the people of the world. The United Nations Organization has contributed much towards the consciousness of this similarity. The method of synthesis is still in its infancy and needs further development.



CHECK YOUR PROGRESS

Q 6: Mention one limitation of sociological method?

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Q 7: Mention the four factors of analytical method?

.....

.....

Q 8: What do you mean by synthesis method?

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.....



2.10 LET US SUM UP

- Just like other social sciences Comparative Education has been studied at different stages of its development with different methodologies.
- **Statistical Method***:* It is necessary to use the statistical method for finding out the progress or decline of education in a country. In this method various type of educational data are collected about a country.
- However, the greatest difficulty of the statistical method is to procure reliable data. Generally, due care is not taken in the collection of data. Consequently, many of them are false. Another difficulty in this connection is that the various educational terms used in different countries do not connote the same meaning.
- **Psychological Method:** With the help of this method, educationists compare educational attainments of the students of different countries by means of tools, which are universally accepted.
- **Descriptive Methods:** This method was used in the nineteenth century because the main purpose of comparative education then was to incorporate the good points of another country.
- **Sociological Method:** In the sociological method the educational problems are studied in a social context. This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations.
- The sociological method suffers from the limitation that it ignores the contributions of individuals towards the growth of education. We know that in each country there are some individuals who have contributed immensely towards the growth of education in their countries.
- Historical Method: To study the causative factors of modern educational problems. The aim of building the future. In collection of data the necessary care is not observed. Hence the utility of historical method limited.

- Historical method is that historians generally are not impartial in their accounts. It desires to conceal undesirable elements about the history of their own country and look into facts relating to other countries with prejudice. Thus, the truth is not known.
- Consequently, by the historical method we cannot reach the right conclusions. The third difficulty of the historical method is that the part is unduly emphasized. Thus, the study of Comparative Education becomes unbalanced.
- Analytical Method: In any comparative study we have to use analysis. Through analysis we can separate the various elements and understand the importance of each independently. Analytical method can be useful only when the social and educational organizations are compared.
- The Method of Synthesis**:** International view point. Search of universal truths in differences.



2.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: It is necessary to use the statistical method for finding out the progress or decline of education in a country. In this method various types of educational data are collected about a country.

Ans to Q 2: Quantitative method is also known as Statistical Method.

Ans to Q 3: With the help of psychological method, educationists compare educational attainments of the students of different countries by means of tools, which are universally accepted. The International Project for Evaluation of Educational Achievement is doing substantive work.

Ans to Q 4: In the nineteenth century, the main purpose of comparative education then was to incorporate the good points of another country. For this, a detailed description of educational affairs of another country was necessary.

Ans to Q 5: John Griscom of U.S.A. wrote the book entitled "A Year in Europe".

Ans to Q 6: The sociological method suffers from the limitation that it ignores the contributions of individuals towards the growth of education. We know that in each country there are some individuals who have contributed immensely towards the growth of education in their countries.

Ans to Q 7: The Four factors are:

To Collect Educational Data: To collect all the educational information through descriptive and statistical methods is necessary for analytical method.

Interpretation of Social, Political, Economic and Historical Data: This is necessary in order to understand similarities and differences found in the educational systems of various countries.

Determination of Standard for Comparison: After finding out the similarities and differences of the various educational systems, we have to compare the same according to certain standards. It is the business of the analytical method to formulate these standards. Political philosophy, aims of education and the method of control of education may be cited as some standards for comparison. In the context of these standards, we shall understand the similarities and differences of educational systems of various countries. For example, we can say that since there is a difference between the political philosophies of India and China, therefore, we find differences in their educational systems.

Interpretation and Conclusion: On the basis of the above three aspects we interpret the collected data and reach certain conclusions on the basis of comparison.

Ans to Q 8: In synthesis method the problems of education are studied on an international plane. Edmund King in his book "World Perspective in Education" has advocated this method.

2.12 POSSIBLE QUESTIONS



A. Short Questions (Answer each question in about 100-300 words)

Q 1: What is the purpose of statistical method?

Q 2: Write two limitations of statistical method.

Q 3: Who published the thirty one volumes of "The American Journal of Education"?

Q 4: What do you mean by Sociological Method?

Q 5: What are the difficulties of historical method?

Q 6: What is synthesis method?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss any two methods of the study of comparative education.

Q 2: Why has the historical method of the study of comparative education limited utility? Give reasons with illustrations.

Q 3: That is the analytical method of the study of comparative education? Which other method can overcome its limitations? Discuss.

Q 4: What are the special postulates of the sociological method of the study of comparative education? How have the same promoted the study of comparative education?

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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

3.6 Further Reading

3.7 Answers To Check Your Progress

3.8 Possible Questions

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?

.....

.....

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

.....

.....

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.



LET US KNOW

- 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.



LET US KNOW

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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UNIT 4 : FACTORS OF COMPARATIVE EDUCATION

UNIT STRUCTURE

4.1 Learning Objectives
4.2 Introduction
4.3 Geographical Factor
4.4 Economical Factor
4.5 Cultural Factor
4.6 Sociological Factor
4.7 Linguistic Factor
4.8 Historical Factor
4.9 Let Us Sum Up
4.10 Further Reading
4.11 Answers To Check Your Progress
4.12 Possible Questions

4.1 LEARNING OBJECTIVES

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

- explain the factors of comparative education
- describe how the various factors influence the different aspects of education.

4.2 INTRODUCTION

In Comparative Education, the main emphasis is given on the comparisons of the system of education of two or more countries. The whole education system of a country can be studied from the perspective of formal, informal and non-formal system of education. When we study the educational system of a particular country, a detailed study from pre-primary level to post graduate level is of utmost necessity. A National System of Education is not created in a day but it has to be developed going through various stages of educational systems in a systematic and scientific manner. Through various angles, National System of Education is to be studied like

philosophical, social, economical, historical, cultural, etc. to name a few. All these factors have got tremendous influence on different aspects of education, be it teaching, learning, planning and implementation, administration, supervision etc. These factors ultimately help in shaping the National System of Education. Thus, we can say, National System of Education is not only dependent on a single factor but a combination of several factors. When we compare educational system or two or more countries through comparative education, it is quite important to study or compare the factors that influence in shaping the educational system of those countries. As such, study of factors related to comparative education is of prime importance so as to frame an effective National System of Education. The main factors of comparative education are mentioned below.

- Geographical
- Economical
- Cultural
- Sociological
- Linguistic
- Historical



LET US KNOW

- National System of Education is to be studied from varied perspectives like philosophical, social, economical, historical, cultural, etc.
- The main factors of Comparative Education are Geographical, Economical, Cultural, Sociological, Linguistic, Historical, etc.

4.3 GEOGRAPHICAL FACTOR

The geographical factor of a nation tremendously influences its education, culture as well as its civilisation in a broader perspective. Different countries of the world have different geographical locations. In turn, they have different climatic conditions. The population of a country also comes under the purview of geographical factor which has a direct influence on the educational system of that particular nation. In addition to climatic

condition and population, one more geographical factor i.e. land configuration also influence educational system of a country. If we observe the climatic condition of a particular nation, the system of education varies from place to place. School timings and duration differs as per the climatic condition. In warm climatic condition, the school hours begin in the morning but in cold climatic condition, school timings begin lately. As per the climatic condition of a place, the architecture and material used in building houses also differ. Likewise, timings of holidays also show variation. In warmer places, long summer holidays are given but in cooler places, long winter vacations are generally given. The examination system, the curriculum studies, etc. are also affected due to climatic conditions of a region.

The population of a country also has influence on educational system. It is generally observed that in areas with higher population density, paucity of educational infrastructure and amenities are there. As a result, the students suffer from getting quality educational facilities. In areas with lesser density, lack of infrastructure is a matter of concern because a student cannot receive proper education without a sound educational infrastructure.

Land configuration also plays an important part in relation to educational system of a region. The design and structure of the buildings and location of school in urban and rural areas have a profound impact on the educational system which in turn affects the life and thinking of the common people.

Thus, we can opine that geographic factor plays a very pre-eminent role in the development of Comparative Education.

4.4 ECONOMICAL FACTORS

There is an intimate relationship between educational system and economy of a country. On the basis of the economic condition of a country, the aims and objectives of education, method of study, discipline, curriculum, etc. varies. The country with good economic condition will provide quality educational facilities to its students. By the term educational facilities, infrastructure related to school building, equipment, method and aids of teaching-learning, etc. are included. Contrary to the rich countries, students

from poor countries are deprived from quality education and related facilities. As there are lots of scope available in rich countries, students get much more opportunity to expose their potentialities to the utmost level and also in building a fruitful career which in turn has a direct contribution in the human resource development of the entire nation. On the other hand, in poor countries, students with a good IQ do not get proper exposure; as a result they are unable to sustain a good future career for themselves and nation building resulting in loss of human resource of that particular nation.



CHECK YOUR PROGRESS

Q 1: What are the main factors of Comparative Education?

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Q 2: What are the three important aspects under Geographical Factor which have influence on Comparative Education?

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4.5 CULTURAL FACTOR

The word culture comprises a complex whole which includes beliefs, customs, traditions, food habits, dressing and multifaceted ways of living of a particular society. Therefore, the influence of culture upon the educational system of a country is immense. Various culture of the world has their own impact on their respective educational systems. For instance, the impact of Indian culture and tradition on education are directly visible in all the stages of education in India. Likewise, education system in nations like France is strongly influenced by the French Revolution and in Russia by Bolshevik Revolution. Industrial Revolution also had a profound impact on the educational system of not only Europe but throughout the world and it led to shifting of the educational system to a more scientific way of thinking, rather than remaining on a much more abstract level of spirituality and devotion. If we go through the curriculum, aims and objectives of educational

system of various nations, we observe that culture plays a very prominent role in formulation of policies that directly affects the educational system of the nation. The country with a rich cultural heritage always has a deep impact on the upbringing of the student and directly affects in the development of personality and behaviour of the children. Likewise, culture also influences in the development of value system amongst the students. Material culture always influences the materialistic development of the country whereas non-material culturedo influence the development of character, personality and value system of its students. As observed, development of material culture is very rapid while the pace of non-material culture is quite slow. So, for a healthier society, utmost care and caution should be taken into consideration so as to make a proper balance between the two so that cultural lag does not creep up in the society. In comparative education, while we compare the educational system of two or more countries, we must focus on the indigenous cultural factors of all those nations.

4.6 SOCIOLOGICAL FACTOR

Sociological factor is one of the important factors of study in Comparative Education. Under the sociological factor, various aspects of the society are studied and analysed to understand its impact on national system of education. Society is composed of individuals. When individuals stay together, they have to maintain certain rules and regulations so that the society can run in a smooth and hassle-free manner. The process through which we know the rules and regulations of the society is known as socialisation. To live in a society in a peaceful way, every individual should be socialised. Education is an important means of socialisation for an individual. The socialisation process begins from home and continues and is further developed by the schools. Likewise, when we live in a social group, we have to be aware of the social norms as well as customs and traditions of the society. The knowledge on customs, traditions and social norms are transmitted to the individuals by the school or the society. Schools closely reflect the social patterns that are prevalent in a particular society. Education

system of a society is based on the values and principles that are active in a society. Schools are built, managed and controlled by the society. Schools are the best means to transmit the knowledge of the society from one generation to the other. It is education only through which social and cultural changes take place. As such, it is clearly observed that there is a reciprocal relationship between the school and the society. To know about any education system, it is important to know its sociological background which directly influences the education process. In Comparative Education, it is very much important to study the sociological background of the nations which are to be compared.



LET US KNOW

- The word 'culture' comprises a complex whole which includes beliefs, customs, traditions, food habits, dressing and multifaceted ways of living of a particular society. Therefore, the influence of culture upon the educational system of a country is immense.
- The process through which we know the rules and regulations of the society is known as socialisation. To live in a society in a peaceful way, every individual should be socialised. Education is an important means of socialisation for an individual.



ACTIVITY 4.1

Q. Apart from these factors, what are the other factors that influence the educational system of a nation?

4.7 LINGUISTIC FACTOR

In a country, we come across many languages and dialects spoken by the common masses. But all these languages cannot be considered as national language, rather one or two languages spoken by majority of the population are considered as national language and all the others are regional or state languages. The national language plays an important role

in the field of education. National language is the medium through which the education of the nation is imparted. Apart from national language, a child's first language i.e., his/ her mother tongue plays an important role in the education process. The child always feels comfortable and easy in expressing any thoughts or feelings through mother tongue. We know that if the mother tongue is the medium of instruction, a strong foundation in relation to national character and unity can be built. But if much more importance is given on a foreign language, the national character becomes weak. So, to build a strong national character, medium of instruction must be the mother tongue on which the child has grown up. To know a nation's particular education system, Comparative Education should give more importance on linguistic factor.

4.8 HISTORICAL FACTOR

The history of every nation plays an important role in moulding and shaping the fate and all activities of a nation. This historical factor is strongly reflected in the educational system of any country. Historical records show us that with the passage of time, educational system of a nation undergoes changes. In different historical eras, we observe the prevalence of different educational system in the same society or the country. For example, educational system of India is quite dynamic which changes its shades in various era of history. During the Vedic age, Vedic educational system was prevalent; it changed to Buddhist educational system with the advent of Buddhism and sponsorships from the royal families later on. Again, with the passage of time, Islamic education system came to prominence with the establishment of Muslim rule and lastly modern education took its stronghold with the coming of British in India. Further, after independence, National Education Policies took active part in shaping the educational system of the nation so as to fulfill the aspirations of the students and the citizens. Likewise, different countries like Britain, France, Germany, Switzerland, the USA, Japan, China, etc. have their own historical background which has a direct influence on the development of educational system of those nations. Therefore, it is very important to study the historical

background of a nation so as to formulate effective policies pertaining to educational system of a nation. It is also worth mentioning that without knowing the roots of the society and education, it is quite difficult to formulate effective policies for radical reforms in the educational system of a nation.



4.9 LET US SUM UP

- A National System of Education is not created in a day but it has to be developed going through various stages of educational systems in a systematic and scientific manner.
- National System of Education is not only dependent on a single factor but depend on combination of several factors.
- Study of factors related to Comparative Education is of prime importance so as to frame an effective National System of Education.
- The main factors of Comparative Education are Geographical, Economical, Cultural, Sociological, Linguistic, Historical, etc.
- Climatic conditions, population and land configuration are the three main aspects under Geographical factor that influence educational system of a nation.
- There is an intimate relationship between educational system and economy of a country. On the basis of the economic condition of a country, the aims and objectives of education, method of study, discipline, curriculum, etc. varies.
- The word culture comprises a complex whole which include beliefs, customs, traditions, food habits, dressing and multifaceted ways of living of a particular society. Therefore, the influence of culture upon the educational system of a country is immense.
- Under the sociological factor, various aspects of the society are studied and analysed to understand its impact on the national system of education.
- To build a strong national character, medium of instruction must be

the mother tongue on which the child has grown up. To know a nation's particular education system, Comparative Education should give more importance on linguistic factor.

- It is very important to study the historical background of a nation so as to formulate effective policies pertaining to educational system of a nation. It is also worth mentioning that without knowing the roots of the society and education, it is quite difficult to formulate effective policies for radical reforms in the educational system of a nation.



4.10 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).



4.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: The main factors of Comparative Education are Geographical, Economical, Cultural, Sociological, Linguistic, Historical, etc.

Ans to Q 2: The three important aspects under Geographical Factor which have influence on Comparative Education are Climatic Condition, Population and Land Configuration.



4.12 POSSIBLE QUESTIONS

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

Q 1: What are the factors of Comparative Education?

Q 2: Why it is important to study factors of Comparative Education?

Q 3: How do the Geographical factors influence the National System of Education?

Q 4: Discuss the significance of Economical factor in studying Comparative Education.

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

Q 1: Discuss the significance of cultural factors in Comparative Education.

Q 2: Why it is important to study sociological backgrounds of the nations in Comparative Education?

Q 3: Explain how language has an influence in the building of National character or in the development of National System of Education.

Q 4: Explain the reasons to study historical background of nations to be compared.

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UNIT 5 : APPROCHES OF COMPARATIVE EDUCATION

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Approaches to Comparative Education

5.4 Types of Approaches

- 5.4.1 Methodological Approach
- 5.4.2 Macro and Micro Analytic Approach
- 5.4.3 Descriptive Approach
- 5.4.4 Historical Approach
- 5.4.5 Case- Study Approach
- 5.4.6 Statistical Approach
- 5.4.7 International Approach

5.5 Let Us Sum Up

5.6 Further Reading

5.7 Answers To Check Your Progress

5.8 Possible Questions

5.1 LEARNING OBJECTIVES

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

- outline the different methodological approaches of comparative education
- explain macro and micro analytic approaches
- discuss the descriptive and historical approaches
- explain the case–study approaches
- describe the statistical and international approaches of comparative education.

5.2 INTRODUCTION

Comparative education is an area of study which tends to lay emphasis on descriptive information about nations and societies and their

educational systems and structures. The major objective of comparative education is to tap the collective experience and draw lessons and principles from it so as to apply the same in different situations. Some educationists believe that by studying the educational experiences of other countries, the educational systems of one's own country could be improved. As such, in comparative education, the educational systems of different countries are studied and analysed in order to understand their educational problems and issues as well as the solutions proposed to solve the problems, and also to study whether the proposed solutions could also be made applicable to one's own country. This unit will help you to discuss the various approaches and methods of enquiry that are followed in the study of comparative education. It is expected that after going through this unit, you will be able to reflect on the educational issues from the perspectives of comparative education.

5.3 APPROACHES TO COMPARATIVE EDUCATION

After going through the previous units, you must have understood that comparative education studies educational developments in different countries. It helps in understanding the unifying as well as divergent forces underlying the development of the systems of education across the world. The value of comparative approach in solving educational problems lies in the analysis of the causes which have produced them. Thus, studying comparative education would provide an insight into the different systems of education existing in different countries of the world.

The 21st century is an age of globalization that has sparked off a revolution in information and knowledge dissemination. As a result of rapid advances that have emerged due to free trade and its fostering technology, most specifically Information and Communication Technology, there is so much interdependence between countries that any event taking place in one part of the world has its ramifications in the other parts. The widespread use of mass media has also created a sense of curiosity to know about the other countries and compare one's achievements with theirs.

The study of educational systems of different countries in a comparative perspective would help the policy makers of a country to make informed decisions about school reforms. Such a study provides an insight into the factors, which are common in the countries studied. It also points out to the differences in the system and the underlying reasons for similarities and differences.

5.4 TYPES OF APPROACHES

Different approaches were adapted by scholars of comparative education to study the educational systems of different countries. These approaches gave a wider perspective for understanding comparative education. Some of the important approaches are discussed below:

5.4.1 Methodological Approach

According to methodological approach, comparative education involves:

- Systematic collection of data about education from the countries to be studied;
- Categorization of data;
- Generation of hypotheses from the data; and
- Comparison of educational systems of the countries under study.

The systematic collection of data and their analysis helps in understanding society's relationship with education. This understanding further helps in framing educational policies, borrowing them from the experiences of other countries, adopting innovations and finally taking suitable decisions. The methodological approach gives importance on certain issues regarding the field to be specially covered in studies. Bareday (1964), who introduced this approach, was of the opinion that comparative education identifies the laws governing the relation between the school and the society. But this approach gives more emphasis on testing

hypotheses through collection of data and analysis. Knowledge of cultural and historical background of the countries studied was secondary for them.

5.4.2 Macro and Micro Analytic Approach

In the initial stage, comparative education as a field of study was confined only to collection of data from different countries and making comparisons on various aspects of education. But now comparative education is the process of developing new trends to understand the educational realities. Two major trends are observed. They are macro analytical approach and micro analytical approach.

The macro approach involves the analysis of the world system of education and making comparisons of various educational issues. The analytical studies seek to increase understanding of how the variables relate to one or another, to better explain the dynamics of learning, teaching and educational change and to examine how such relationships and processes vary across systems and countries. It is a well-known fact that after World War II, the developing nations in the third world inherited the educational systems of their past colonizers. The newly independent countries were trying to shape their educational systems according to the aspirations and needs of their people. For this they need huge finances, which they were not in a position to provide. Hence, there were funding from international agencies like World Bank, UNESCO and others. To understand the development of education in different countries, it is necessary to understand the relative influence of funding agencies or donor countries, to assess the impact of financial assistance given to those countries etc. These are the subjects of macro analytical approach. Researches are conducted to determine what levels of education should be expanded and what type of education will contribute to change.

The micro analytic approaches, on the other hand, have taken two directions. One urges regional and local analysis within a

nation, arguing that variation in educational practices and school society relations is greater within a nation rather than between different nations and states. The other reasons for the use of micro analysis are that the school society relations and instructional practices cannot be understood solely with reference to broad educational policies pertaining to teacher training, resource allocation for schooling, years of education completed etc. Those who make use of micro analysis approach are more interested in studying the educational reality being structured in the setting of schools, how knowledge is defined, legitimated and tested and how meanings are constructed by students and teachers. For studying and comparing the behavior of schools and educational systems, data is collected from teachers, students, parents and community and their effect on teaching-learning and effective functioning of the school system.

The recent trend however has been a merger of both macro and micro approaches. A combination of these two approaches insists on undertaking macro and micro studies between educational systems of different countries and also on conducting regional and local analyses within a country.



CHECK YOUR PROGRESS

Q 1: What are the major objectives of comparative education?

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Q 2: What are the points involved in methodological approach?

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Q 3: What type of studies come under micro analytic approach?

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5.4.3 Descriptive Approach

The descriptive studies involve the collection of data on the state of education at a specific point of time in one or more than one country. These studies serve an important purpose of revealing the educational policies and practices in a particular country or countries with regard to various educational issues like provision of compulsory education, enrollment in different stages of education, education for girls, education for the deprived section of the community, achievement in school subjects, teacher training etc. Thus, in the descriptive approach, detail description of educational affairs of a country or countries are collected over a period of time and use this to answer a wide range of what, when and how questions. Further, these studies provide a framework that is essential to an understanding of the reforms such as- the need for comprehensive schools, common school system, interventions of educational technologies such as television, the emergence of open universities and non– formal education and so on. In this way, descriptive studies play an important role in the development of a greater understanding of the educational provision and the status of education across different countries.

5.4.4 Historical Approach

In the historical approach, we study the modern educational problems. This approach helps in identifying the basis on which the modern educational system is built or structured. Knowledge gained at this point might enable us in removing the unacceptable elements in the system and further strengthening the desirable ones. It is not that the investigator employs the historical approach only to know the past in order that it will help in understanding the present better. In fact, the purpose is to improve the future by hinting at those factors which may be more useful in the historical accounts. The understanding of all those geographical, social, racial, political,

religious regional and linguistic factors which influence the educational system of a country is very important. Comparative educationists like Hans, Schneiders and Kandel have contributed to the development of this approach.

One of the major limitations of the historical approach is that the data on which the studies are based may not be reliable because in the collection of data due care or precaution may not always be observed. Therefore, conclusions derived may not be very useful. One should therefore keep in mind that historical materials about educational system of various countries are sometimes not very reliable.

Another difficulty with historical approach is that the historians are generally not impartial in their accounts. They may want to conceal undesirable elements about the history of their country and look at the facts relating to other countries with some perceived prejudice. In this scenario, the truth is not known. Consequently, through this method, we may not reach the right conclusion. The third difficulty of historical approach is that the past is unduly emphasized. As a result, the study of comparative education becomes imbalanced.

5.4.5 Case- Study Approach

Case-study approach is a kind of approach where intensive investigation is conducted on all pertinent aspects of a unit or educational situation. The unit of investigation can be an individual, a child, teacher or educationist, a school or a college, a village programme or an event. Educational comparativists use this method to compare any educational system or a particular level of education of one country with another. The case-study approach uses a range of techniques to collect data. Though it is time consuming, it is comprehensive overview of an educational system of a country.

The case-study approach is exploratory in nature. It involves detailed in-depth data collection employing multiple sources of

information concerning all pertinent aspects of a case. These include observations, interviews, audio-visual materials, documents, institutional records etc. To collect information about the educational systems of other countries, educational comparativists may visit different countries to study different educational systems and compare such educational systems with their own. For instance, educational comparativists from Pakistan can go to England to study the primary education level of the country and compare it with his own education system. Similarly, under case-study approach comparative studies may be conducted on community work projects undertaken in different countries.

Keeping in view the different contexts and perspectives of the educational phenomena, the researcher determines what to be studied within the scope of investigation. The researcher identifies different mechanisms for gathering varieties of evidences from various sources and subjects to qualitative analysis. It can be holistic analysis of the entire case or specific aspect of the case. Data analysis involves descriptive procedures. The issues are identified. Interpretations are made about the case in its given contexts. The detailed perspectives of significant aspects are highlighted. A case-study with comparative approach can rarely be completed by a single individual. It usually requires a team of experts. The completion of projects is followed by case reports prepared by the field workers of different categories like officials of education department, social workers, teachers, parents etc.



CHECK YOUR PROGRESS

Q 4: State the nature of descriptive data.

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Q 5: List the limitations of historical research.

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Q 6: What are the techniques used in case- study approach?

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5.4.6 Statistical Approach

Statistical approach relates to the comparison of total national expenditure on education, like the cost, size and character of school buildings and per capita costs for different items of expenditure in the educational systems. It also includes the enrollment, average attendance and retention of pupils at different levels of the educational ladder. Through this method, it is possible to make a comparison between education and national welfare and progress as expressed in the statistics of literacy, the volume of trade and commerce, per capita income or incidence of crime and poverty etc.

We know that statistical methods are very useful in making comparisons. But we must understand what statistics of literacy is. It means that each country of the world has its own terminology based on national history, its own classification and its own method of collecting and compiling statistical tables. Statistical comparisons are valid only when they deal with commensurable units and internationally equivalent terms. For instance, the comparison is useful in terms of costs per pupil in different countries without going to lengthy explanations of the economic structure, standards of living, rates of exchange and national traditions etc. Statistical tables are being used by international authorities like UNESCO. This organization establishes a recognized dictionary of all educational terms in different languages and accepted equivalents of educational values.

In the early 1990s, importance of comparable statistics was being recognized as education in any given country is increasingly studied with reference to other countries and also within a regional context. It would be worthwhile to mention here that comparability

can be achieved through the adoption and implementation of the same general concepts and definitions by all countries. But ensuring international comparability of data is a long and difficult process in view of the wide variations existing in the national system of education.

From the point of view of international comparability, the focus of educational statistics is on the sources of data. The primary sources for statistics on education are educational institutions of all types, public or private, from pre-school to university level. In most countries, the responsibilities for collecting and presenting data lies with the statistics service of the Ministry of Education or Central Bureau of Statistics. Most countries prepare for their annual publication containing detailed educational statistics. As mentioned earlier, at the international level, UNESCO is responsible for the statistics in the field of education in the same way as the United Nations is responsible for demographic statistics. Data are collected about institutions, pupils, teachers, expenditure and other subjects by means of sending annual questionnaire which are complemented by national publications. In addition, Educational Surveys are conducted to meet specific needs. In a country like India, NCERT has been conducting educational surveys quite regularly.

5.4.7 International Approach

Comparative education refers to a field of study which applies historical, philosophical and social science theories and methods to international problems in education. One of the important branches of comparative education is international education which generally deals with the pressing problems of education such as “Education for All” (EFA), vocational and technical education, peace education and so on.

In the international approach, the data on existing systems of education of different countries related to administration and organization of educational structure are collected. These data are

also collected regarding performance of children of different countries in the school subject and in intelligence. Then, the performance of the children of different countries are compared. One of the most important aspects of international approach is that it brings together the students, the teachers and scholars from different nations who learn about each other. They meet at the places of study and venues of international conferences where they interact and share their findings with each other and thus learn about other nation's educational system and pedagogy. Activities based on the knowledge of international education are conducted by the students. Halls (1989) has categorized international education as a sub-field of comparative education, consisting of international pedagogy. This would include the following items:

(i) Education for international understanding

(ii) Internationalization of teaching norms

(iii) Study of international educational institutions

(iv) International education as applied field attached to comparative education

(v) Studying and sharing reports produced by international agencies.

The international approach of education tends to focus on the descriptive information about nations and societies as well as their educational structure. It also tends to know about the educational developments taking place in different countries in such components as curriculum development, teacher training, distance education, educational media and materials, examinations and learning assessment, non formal education, technical and vocational education, higher education, capacity building, education finance and economic analysis. International educators use the findings derived from comparative analysis to understand better the educational processes they examine and make policy relating to programmes associated with international exchange and understanding.

The international approach of education has developed a special concern for the study of education in the less developed countries. Research is conducted in comparing educational policies and conditions in these countries. The purpose is to study the educational problems of such nations with a view to finding out the causes that have produced them. The computation of Human Development Index (HDI) in different countries depend upon the length and quality of education imparted or received. The HDI's of different countries are compared to arrive at certain conclusions about human development taking place in those countries.



CHECK YOUR PROGRESS

Q 7: What are the areas of comparison in statistical approach?

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.....

Q 8: List the items included in international pedagogy.

.....

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5.5 LET US SUM UP

- Different geographical, cultural, socio-economic and political conditions influence educational system of different countries. Comparative education lays emphasis on collecting information about system of education in different countries and draw lessons and principles from it and use it to improve the condition of educational systems of one' s own country.
- The comparison of the educational system of various countries lend itself to a variety of methods of treatment. The study of educational system of various countries in a comparative perspective would help

the policy makers of a country to take necessary decisions regarding educational reform.

- The methodological approaches of comparative education give importance on systematic collection of data, categorization of data, generation of hypotheses and comparison of educational system of the countries under study.
- The Macro analytic approach involves the analysis of the world system of education and making comparison among various educational issues. The micro analytic approach has taken two directions—one urges regional and local analysis within a nation and the other is interested in studying the educational reality being structured in the setting of schools.
- The Descriptive approach involves detail description of the educational affairs of a country or countries over a period of time and use these to answer a wide range of questions. Further, these studies provide the frameworks essential for understanding reforms in education.
- The Historical approach identifies the basis on which the modern educational system is built or structured. Case- study is a kind of intensive investigation on all pertinent aspects of a unit.
- The Statistical approach refers to a comparison of statistical data of different countries in terms of national expenditure on education.
- The International approach is that approach which brings together the students, teachers and scholars of different nations so that they learn from each other and share their findings and thus learn other nation's educational systems and pedagogy. It tends to focus on the educational developments taking place in different countries on components like curriculum, teacher training, distance education, non-formal education, vocational education etc. so that a comparative analysis can be made to improve one's own system of education.



5.6 FURTHER READING

1) Bereday, George Z. F. (1964). *Comparative Method in Education*. Calcutta: Oxford & IBH Publishing Co.

2) Hans, Nicholas. (1992). *Comparative Education: A Study of Educational Factors and Traditions*. New Delhi: Universal Book Stall.

3) Sodhi, T. S. (2013). *Textbook of Comparative Education*. New Delhi: Vikas Publishing House.



5.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: The major objective of comparative education is to tap the collective educational experiences of different nations of the world and attempt to draw lessons and principles from it and to apply it in the educational system of one's own country.

Ans to Q 2: The points involved in methodological approach are:

(i) Systematic collection of data about education from the countries to be studied;

(ii) Categorization of data;

(iii) Generation of hypotheses;

(iv) Comparison of educational systems of the countries under study.

Ans to Q 3: Generally, regional and local analysis within a nation comes under the micro analytic approach.

Ans to Q 4: Descriptive data involves detail description of various educational issues of a country over a period of time.

Ans to Q 5: The limitations are:

(i) The data may not be reliable as due care or precaution may not always be observed in collecting the data.

(ii) Historians are not generally impartial in writing their accounts.

(iii) The past is unduly emphasized.

Ans to Q 6: The Case-study approach uses a range of techniques to collect data. These include observation, interviews, audio visual materials, documents, psychological tests, institutional records etc.

Ans to Q 7: The areas of comparison in statistical approach are expenditure on education, enrollment, per capita costs for different items, average attendance and retention of pupils at different levels of education etc.

Ans to Q 8: The items are:

(i) Education for international understanding.

(ii) Internationalization of teaching norms and performance of students.

(iii) Study of international education institution.

(iv) Studying and sharing reports produced by international agencies.



5.8 POSSIBLE QUESTIONS

A) Short Question (Answer each question in about 50 to 100 words)

Q 1: What is known as the Methodological Approach in Comparative education?

Q 2: What are Macro and Micro Analytic Approaches in Comparative education?

Q 3: Explain the importance of Descriptive and Historical approaches in Comparative education.

Q 4: What is the need of Case-Study Approach from comparative perspective?

B) Long Questions (Answer each question in about 100-300 words)

Q 1: Discuss the various approaches of Comparative education.

Q 2: Explain how the various approaches would help to study comparative education across one nation.

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UNIT 6 : NATIONAL SYSTEM OF EDUCATION

UNIT STRUCTURE

6.1 Learning objectives

6.2 Introduction

6.3 Need and Importance of National System of Education

6.4 Determinants of National System of Education

6.5 Let Us Sum Up

6.6 Further Reading

6.7 Answers To Check Your Progress

6.8 Possible Questions

6.1 LEARNING OBJECTIVES

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

- identify the need and importance of national system of education
- discus the determinants behind the national system of education.

6.2 INTRODUCTION

Education of a country or a nation plays a crucial role in ensuring the progress and prosperity of a nation on the basis of which it is known to the other parts of the world. Therefore, it is imperative to know how the prevailing ideologies and principles of a nation play a dominant role in framing the national system of education of a nation. In the 21st century, the policy makers often find themselves discussing how education should be made skill-oriented which would develop and strengthen the capabilities of the people and make them productive citizens in future. Sustainable education, which follows an inclusive and non-discriminatory pedagogy, is the only way to provide the basic knowledge, training and relevant skills to the people and make them productive in the real sense. Therefore, there is a need of framing such an education system where various factors like economic, social, geographical, political, technological etc. can find a place allowing every human being to acquire relevant knowledge, skills, attitude and values

necessary to shape a *sustainable* future. Therefore, the basic philosophy of sustainable education is to bring long-term benefits and welfare to all. Besides, it is only sustainable education that would prepare the learners for a sustainable living. Keeping this importance and value of education in mind, the Governments of the developing and developed countries are trying to frame their own education system into a more liberal, comprehensive and productive Systems. For example, India, as a developing country, has made education a fundamental right, and thus, it has become a birth right for every one living in the country. In this unit, we are going to discuss the determinant factors that influences upon the national system of education particularly in the context of the Indian education system.

6.3 NEED AND IMPORTANCE OF NATIONAL SYSTEM OF EDUCATION

Isaac Kandel (1881-1965) took up Sandler's view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes behind the educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies. It is not sufficient to know that the education systems are different tfrom one another. It must explain as to why this difference is there. He believed in the theory of causation. This shaping factor of national education systems, he called "national character". The national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system. Kandel explains this approach of his elaborately in his book *Studies in Comparative Education*, which was for many years the standard text of Comparative Education. Together with Jullien, Kandel is commonly called the "father of Comparative Education". In his book, *Comparative Education: a Study of Educational Factors and Traditions*,

Nicholas Hans (1888-1969) arrived at the following classification of three groups of factors influencing the educational development in countries such as :

Natural factors: race, environment and language

Religious factors: Catholicism, Anglicanism and Protestantism

Secular factors: Humanism, Socialism and Nationalism.

In a democratic country like India, we have access to human rights guaranteed by the Constitution. Elementary education is a ladder on the basis of which learners are able to attain Secondary and Higher education. Secondary and Higher education are the platforms from which knowledge and information are disseminated to the learners for developing their functional skills and to make them efficient for future living. Therefore, various policies and schemes have been implemented for improving and reforming our education system, from elementary to higher education, particularly after the Independence. After Independence, as we know, it was Kothari Education Commission who had recommended the national system of education in 1964-66 followed by New Education Policy of 1986 and Revised Education Policy 1992. In 2016, the National Education Policy emphasised the prevalence of an inclusive society. The higher education system in India which is the third largest in the world needs to be revamped to match the changing learning environment of the 21st century. Aiming these changes, the National Education Policy 2020, GoI, is assumed to change the educational landscape through path-breaking reforms. The National Educational Policy 2020 is expected to bring excellence in the teaching learning process and research. This Policy which is a holistic and comprehensive approach towards the Indian education system could be considered a milestone for initiating a modern education system in India.

The National system of education envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast changing, ever globalising, knowledge based

societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity. Mahatma Gandhi said, "*The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated*." Inspired by the thoughts of the Father of the Nation, Particularly the NEP brings into focus the role of education in inculcating values, providing skills and competencies to citizens and enabling them to contribute to the nation's wellbeing. It recognizes that long-term economic growth and development of the nation critically depend upon the quality of the products of the education system and that an education system built on the premises of quality and equity is central to sustainable development and to achieving success in the emerging knowledge economy and society. The Policy recognizes the national education system in such a way where education is considered to be the most potent tool for the socio-economic mobility and a key instrument for building an equitable, just and human society. It also recognizes education as an integrative force in society and its role in imparting values that foster social cohesion and national identity. The integral points of the national education system generally aim to:

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth and adults – and to promote the realisation of the nation's human potential to its fullest, with equity and excellence.
- Ensure that school and higher education as well as adult education programmes inculcate an awareness among the children, youth and adults of India's rich heritage, glorious past, great traditions and heterogeneous culture, and promote acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help develop global

citizenship and sustainable development;

- Foster quality education with a strong focus on reforms relating to curricula, learning materials, pedagogic processes, learning assessment, teacher quality and performance, and institutional leadership and management with a view to enabling all students at all levels of education to attain the specified learning outcomes (knowledge, skills, attitudes and values) that are required to lead a productive life, participate in the country's development process, and respond to the emerging global challenges;
- Promote acquisition by all learners of relevant skills, including technical and vocational skills, for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to contribute to the national development process.



CHECK YOUR PROGRESS

Q 1: Why is national system of education of India important?

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6.4 DETERMINANTS OF NATIONAL SYSTEM OF EDUCATION

We have already discussed that education has a very extensive role in social change and development. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the Kothari Education Commission particularly recommended the national system of education that leads the following points such as

- Education should be related to Increase in Productivity.
- Promoting social and National Integration

- Education and Modernization
- Developing social, moral and spiritual values.

For bringing the reformation in education, the earlier policies on education have laid out clear objectives and goals; However, many of these have not been realized fully. Though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persistant concerns and challenges relating to *access to and participation in education, quality of the education imparted, equity in education, system efficiency*, *governance and management*, *research and development, and financial constraint and global commitment* to educational development which could be considered as key challenges in the education sector in India. However, there is no single solution or remedy that can address the multiple challenges of access, inclusion and excellence, while attempting to harbinger change. The thrust of this policy is on quality of education, as the country has already been witnessing the benefits of on-going efforts for expanding access and increasing inclusion. Employability is a matter of great concern which also has been given due attention. Given the global changes and technological advancements, some new areas are also brought forth to realize the various objectives. During the COVID 19 pandemic and post pandemic situation, the emergences of online, blended learning would pave a new way for transmitting education that makes the learning environment more techno-friendly for the 21st century learners.

The followings are the main determinants and factors that influences upon a national system of education

- **Geographical Factors**.: The geographical position of a country or a nation is bound to influence its culture, civilisation and education. Geographical situation of various countries is different. Therefore, the social structure, social culture, norms of a society, civilisation and educational systems also vary from country to country and nation to nation. For instance, in an agro based society, special emphasis will be given on agricultural education whereas in an industrial country, the education system may focus more on education for industrial

development.

- **Economic Factors**: According to the economic condition, the aim of education and curriculum in a country are determined. For example, in the former USSR, all the property and wealth were regarded as state property rather than individual ones. Therefore, in order to enrich that culture among the children, the primary education system was developed in such a way that it could generate the mind-set of the young children as that the property belongs to the state and they have to protect them.
- **Linguistic Factors**: Languages play a crucial role in the educational system of a country. We know that a country has a strong national character in which the mother tongue is the medium of instruction. The culture and civilisation of a place is closely associated with its language in many respects. Even the problems of education of a place is related with cultural aspects which can be understood on the basis of the linguistic factors.
- **Religious Factors**: Religion occupies a special position in the life of an individual. We know many people who have sacrificed their lives on the religion sentiments and beliefs. In a religious country, majority of the population is conservative and it strictly adheres to its old traditions and ways of living. Therefore, the educational organisation must pay attention to the religious beliefs of the people. For example, in a pluralistic country like India the educational system must be designed in such a way that it can inculcate in them the sence of brotherhood among the people irrespective of their religion, caste and class.
- **Political Factors**: Political situation or the system also influence the education system of a country or a state. The social structure and the power relationship and the control over the decision making process plays a crucial role in terms of framing the education system of a country. Political nature of education means the influence of politics, pressure of bureaucrats or people in power in formulating the various policies of education. Although education is expected to be free from

politics, yet many times the educational policies followed by a government may be influenced by political ideology. We know that India was under the British colonial power for two hundred years. Modern education system in India was largely a contribution of the British rulers. But due to the long term of their colonial rule and the pressure of various political groups since then have influenced the educational policies in India from time to time. For example, Macaulay's policy in introducing English language as medium of instruction in India in 1835 was a conscious effort of popularizing English and to use it for colonial purposes in India. Even after the Independence, the three language formula which was adopted as medium of instruction in the educational system is also regarded as an indirect influence of political ideology in education. Apart from these, whenever we talk about politics in education we must also consider the political influence in making a syllabus and curriculum module. Many a times, a particular political ideology is sought to be popularized through the apparently apolitical nature of the syllabus. But a syllabus should be designed on academic consideration in such a way that they can cater to the needs of the learners and make the learners nationally as well as internationally aware of various political systems of the world because politics and education can not be separated. But the learners should not be influenced for or against any particular political system or belief. Rather, they should be made politically conscious.

- **Technological Factors:** Technology plays an increasingly significant role in improving access to education by people living in impoverished areas and developing countries. However, lack of technological advancement is still causing barriers with regards to quality and access to education in the developing countries. Charities like One Laptop per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials. India is developing technologies that will bypass land-based telephone and Internet infrastructure to deliver distance learning directly to its students. In 2004, the Indian Space Research Organisation launched EDUSAT, a

communications satellite providing access to educational materials that can reach more of the country's population at a greatly reduced cost.



ACTIVITY 6.1

How would you like to explain the political nature of education as a subject to study for a 21st century learner?



CHECK YOUR PROGRESS

Q 2: Highlight a few factors that determine the education system of a nation.

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6.5 LET US SUM UP

- Education of a country or a nation plays a crucial role in framing the character and ensuring the progress and prosperity of the nation on the basis of which a nation and a country is known to other parts of the world.
- Isaac Kandel (1881-1965) took up Sandler's view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes behind educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies.
- Education systems are different from another to country. It must explain as to why this difference is there. The national character of a country shapes its education system. In order to understand a particular

national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system.

- Geographical, political, social, cultural, economic, religious, linguistic, technological factors influence upon the national system of education in each country.



6.6 FURTHER READING

1) https://lms.su.edu.pk/download?filename=1620120537-1-introduction-to-comparative-education.pdf&lesson=56423#:~:text=Comparative%20education%20is% 20a%20fully,in%20another% 20country%2C%20or%20countries.



6.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: The national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system. The National system of education envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a

productive life, participate in the country's development process, respond to the requirements of the fast changing, ever globalising, knowledge based societies, and developing responsible citizens who respect the country's tradition, diversity in cultural heritage, culture and history and promote social cohesion and religious amity.

Ans to Q 2: The following are the main factors that influences upon a national system of education

- Geographical Factors.: The geographical position of a country or a nation is bound to influence its culture, civilisation and education. Geographical situation of various countries is different. Therefore, the social structure, social culture, norms of a society, civilisation and educational systems also vary from country to country and nation to nation.
- Economic Factors: According to the economic condition, the aim of education and curriculum in a country are determined. For example, in the former USSR, all the property and wealth were regarded as state property rather than individual ones. Therefore, in order to enrich that culture among the children, the primary education system was developed in such a way that the young children would accept the fact that all property belong to the state and they have to protect them.
- Linguistic Factors: Languages play a crucial role in the educational system of a country. We know that a country has a strong national character in which the mother tongue is the medium of instruction. The culture and civilisation of a place is closely associated with its language in many respects. Even the problems of education of a place is related with cultural aspects which can be understood on the basis of the linguistic factors.
- Religious Factors: Religion occupies a special position in the life of an individual. Many people have sacrificed their lives on religion sentiments and beliefs. In a religious country, majority of the population is conservative and it strictly adheres to its old traditions and ways of living. Therefore, the educational

organisation must pay attention to the religious beliefs of the people. For example, in a pluralistic country like India the educational system must be designed in such a way that it can generate a some of brotherhood among the people irrespective of any religion, caste and class.

- Political Factors: Political situation or the system influences upon the education system of a country or a state. The social structure and the power relationship and the control over decision making process play a crucial role in terms of framing the national education system of a country.



6.8 POSSIBLE QUESTIONS

A) Short Questions (Answer within 50-100 words)

Q 1: What is meant by national system of education?

Q 2: Identify a few points regarding the importance of national system of education.

B) Long Questions (Answer within 100-300 words)

Q 1: Discuss the relevance of national system of education to be studied in the 21st century.

Q 2: Explain the need and importance of the national system of education.

Q 3: Discuss the determinants factors of national system of education.

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