CHAPTER I

1.0 INTRODUCTION 1
1.1 THE NEED AND IMPORTANCE OF THE STUDY 2
1.2 THE DELIMITING OF THE STUDY 5
1.3 OBJECTIVES OF THE STUDY 6
1.4 METHODOLOGY 7
1.5 REVIEW OF RELATED LITERATURE 9
1.1 THE NEED AND IMPORTANCE OF THE STUDY

"HOW CAN THERE BE PEACE WITHOUT PEOPLE UNDERSTANDING ONE ANOTHER?

AND HOW CAN THIS BE IF THEY DON'T KNOW EACH OTHER"

Lester B. Pearson
Winner of the Nobel Peace Prize, 1957.

All over the world Education and Educators are struggling to discover a meaningful role that they can play in a world that is dominated by rapid changes, uncertain and unpredictable directions and confused purposes. Nowhere is there emerging a clear picture of what that role should be and how it should be played. Commendable attempts have been made by many institutions in India and abroad. "The varying cultures of the world represent promising human experience, but individual and social tendencies continue to perpetuate barriers to productive communication across national and cultural boundaries." 1

---------------------

There have been many beginnings made through education for the kind of cooperation and sharing that could lead to a more productive search for solutions to problems that bring about tension and strife among nations. The International Schools in India and Abroad have a vital role to play in this effort for International and Intercultural understanding through education.

Educational activities across national boundaries have a long history. With the decline of the colonial empires of the 19th century, and with the rise of nationalism, better understanding between countries has become more difficult but none the less more important. Many laudable efforts have been made to achieve international understanding through education. There are exchange programmes for teachers and students. There are technical assistance programmes. There are various sub-organizations directed by the UNESCO. Many schemes towards this have been implemented under the Colombo Plan.

The International Schools Directory 1987 list over 700 such schools in over 130 countries. At the present time there are a handful of such schools in India. Among them only three offer high school courses which are recognized internationally. The Woodstock school in
Mussorie offers the "A" Levels Examinations of the University of Cambridge, Examination Syndicate. The American Embassy School in New Delhi and the Kodaikanal International School in South India offer the American High School Diploma and the International Baccalaureate Diploma. Calcutta, Bombay, Bangalore and Hyderabad also have International Schools but they are small schools and run as private enterprises. Hence the emphasis of this study will lean towards the three major International Schools. The researcher has traveled extensively throughout India during the last four years visiting these schools and other smaller schools and gathering observations first hand, and studying the available literature pertaining to these schools.

During this same period, the researcher also found the opportunity to travel in twenty-one countries in four continents, visiting these International Schools in other countries and meeting with the Administrators, the Teachers and the Students of other International Schools Abroad.

The researcher has worked for six years as a Teacher and as an Administrator in an International School in India. The Researcher is currently employed in an International School in Italy.
It is the thesis of the Researcher that:

1. The International Schools established in India and Abroad have contributed towards the promotion of international and intercultural understanding.

2) India as a leader among the Non-Align Countries, and as a major political force among the developing countries has a major leadership role to play in the promotion and establishment of these International Schools.

3) These International Schools serve as models of excellence in the quality of education and there are many educational lessons that can be emulated and transferred to the National systems after a suitable modification.

1.2 THE DELIMITING OF THE STUDY

Because of the limited time and resources available to the researcher the study did not dwell in to all the possible aspects that such a study could have demanded.

The study deals primarily with the philosophy of
the International Schools and the quality of the education.

The research does not study the curriculum requirements, and the staff requirements. The research does not probe the budgeting systems and the financial controls. As contact with alumni and former staff has not been possible within the time limit, the study has not covered these two aspects.

The documentary analysis was carried out only based on the records that were accessible. The confidential staff evaluation forms and staff application forms, etc. were also not available for analysis.

1.3 OBJECTIVES OF THE STUDY

The study was carried out with the following objectives in mind:

1. to understand the philosophy of Education for International Understanding;
2. to survey the History of International Education;
3. to survey the contemporary International Schools around the world;
4. to survey the contemporary International
5. to undertake a detailed case study of the Kodaikanal International School in India;
6. to compare the Kodaikanal International School with the United World College of the Adriatic, in Italy (Abroad);
7. to identify the special features of International Schools that enable them to provide 'excellence' in education and hence quality of the product;
8. to study the International Understanding that is inculcated in International Schools and hence the quality of the process;
9. to assess the general problems of International Schools;
10. to make recommendations concerning International Schools;
11. to identify practices and procedures that can be emulated by, and transferred to the National System after suitable modifications.

1.4 METHODOLOGY

Two complementary techniques: documentary research and oral history in the form of interview were employed in gathering data for this investigation. Primary
reliance was placed on documentary research. Archival materials located in the school offices and the school library were the main source of documentary evidence. Another important source was the Self-Assessment Evaluation Reports for the purpose of Accreditation that are conducted by these schools every ten years and reviewed every five years. Interviews, formal and informal were conducted between key officials, administrators, teachers, Board Members and students.

Extensive Library Research was also executed, especially in the area of International Education.

The Case Study Method was adopted where appropriate. According to Goode and Hatt, "The Case study is not a specific technique. It is a way of organizing social data so as to preserve the unitary character of the social object being studied." ¹

Hence the case study method cannot be regarded as capturing what is unique in the schools but as an attempt to keep together as unit those characteristics which are relevant to the study of the comparison of International schools.

One of the best ways in which a unit is to be studied is by the collection of a broad array of data about the unit. This is true whether the study carried out is for an individual or for an institution. Although the mere quantity of data is not sufficient, since the collection must be guided by the research problem, there will be a greater chance of observing a pattern emerging, if there is a substantial body of data concerning the individual or the institution.

1.5 REVIEW OF RELATED LITERATURE

The literature related to this title is so voluminous that the following review can by no means be considered exhaustive. The researcher surveyed the available material under four categories:

1) Literature pertaining to International Education.

2) Literature pertaining to Comparative Studies of Institutions.

3) Literature pertaining to Evaluation of Institutions and Quality Education.

4) Literature pertaining to the specific International Schools.
1) Literature pertaining to International Education.

"Cooperative International Education" by Griffin and Spence (1972). This manuscript in a large measure, explores the basis for International Cooperation in terms of a developing world. It discusses in length the changes in the world situation, and the causes of inadequacy in the national systems. It finally looks at ways and means by which each country can 'move imaginatively to build a synthesis of educational activities that will transcend the weakness of the current formal educational programmes'.

"Education for International Understanding" (1969), is a book of Suggestions and Recommendations. It was brought out by the Committee of International Relations of the National Education Association of the United States of America. It deals with the characteristics of world-minded citizens and how these qualities can be enhanced in the various courses in a school curriculum right from the primary stage.

The book claims that "The measure of success of a school programme in International Understanding is the extent to which the young people who are graduated from such schools, with opportunities to grow in this understanding, can demonstrate as individuals and in their communities, throughout the nation, an ability to think and see as citizens who see beyond the confines
of their own nation and its problems."¹

In June 1977 issue of 'Comparative Education',

Dr. A. D. C. Peterson has contributed an article, "The International Baccalaureate- A Case Study." Here he discusses the need for a common Examination that will cater to the requirements of students attending various Universities in different countries throughout the world. A critical analysis of the present status of the International Baccalaureate is also attempted by Dr. Peterson.

In the same volume, Dr. Oskar Anweiler discusses "Comparative Education and the Internationalism of Education." Dr. Anweiler's main contention is that world peace and unity can only be achieved through education. Hence Internationalization of education is a precondition for attaining world peace and unity.


destruction, may be in a state of crisis. International Education will orient people to the need for working together for mutual understanding and cooperative goals is suggested as a possible answer to this urgency.

"Our World in Miniature: Bringing more International Education into Today's Classroom." by Joachim R. Schneider, in the Councilor, v. 46, p. 13-17. October 1986. This article develops a rationale for broadening the world history, international studies and foreign language instruction offered in the United States high schools. It offers six general suggestions for expanding education experiences in maths, music, art, home economics, language arts and physical education.

2) Literature pertaining to Comparative Studies of Institutions.

In "A Study of the Development of the Development of International Intercultural Schools in Western Europe from 1919 to 1966" Sally B. Ronsheim traces the origin and development of International Schools with International Characteristics. Particular reference is made to the International School of Luxembourg and the International School of Geneva. She classifies the International Schools into seven categories and arrives
at fourteen characteristics that describe an International School.

"New Approaches to Research in Comparative and International Education: The USSR as Paradigm" is a Paper presented at the Comparative and International Education Society Conference (Washington, DC, on March 12-15, 1987 by Nathan Kravtz. It claims that research on comparative and international education cannot rely solely on the work of scholars. Before conclusions are reached, researchers may benefit from an examination of what journalists working in various countries have learned. While journalist may give less emphasis to education than to political, economic, social or personality factors, many have written about a number of educational activities in national, regional, and local contexts.

"International Schools for International People" by Michael G. Bruce. This article appears in Phi Delta Kappan, v. 68, n.9, p. 707-708, May 1987. It describes the focus and activities of the 1986 annual European Council of International Schools conference. It outlines the history of ECIS and the International Baccalaureate curricula widely accepted by universities. It asserts that Switzerland no longer dominates the international education market, which is
alive and flourishing throughout Europe.

3) Literature pertaining to Evaluation of Institutions and Quality Education

"Evaluating Instructional Programme." by Bruce Tuckman. This is a very practical book that provides all the tools and guidelines necessary for successfully evaluating school-based instructional programmes.

"Educational Quality-- Definition and Measurement" is a report by Federic D. Weinfeld, in Report No: NCES-DOA-TN-4 of the National Center for Educational Statistics (DHEW), Washington, D.C. dated 2nd September 1966. The report claims that to measure school quality, goals must first be specified, appropriate criterion measures determined, and relevant student and school characteristics be controlled. No satisfactory instrument has yet been devised and rarely have evaluations of schools been based on sound research design so that sensible comparisons between schools could be made.

"Quality of Education and Economic Growth" by Lewis C. Solmon appears in Economics of Education Review, v. 4, n. 4, p. 273-290. 1985. The Author claims that the impact of school quality on students is most
evident in less developed nations where it affects students' cognitive and behavioral outcomes. The study concludes that improvement in quality of schooling would be more beneficial than expanded access to poorer quality education in less developed nations.

"Excellence: What Every School Seeks and No One Defines" by Robert N. Shapiro is an article about what constitute quality education. It appears in Independent Schools, v. 41, n. 3, p. 11-15 February 1982. The writer claims that quality in education lies not only in the results but in the process of learning. It comprises an engagement with ideas and a curiosity about how the world works, coupled with clear thinking and with the values that keep thinking anchored in the real world.

4) Literature pertaining to the specific International School.

The printed material available about most of these International schools is descriptive rather than evaluative. Most of these schools have their own Newspaper and their own Year Book that records the daily and the annual events that are of significance. These schools also have a statement that highlights the long term and short term goals and objectives of the
school. There is also the material given out to prospective staff and parents about the programme offered in the school in the form of a prospectus and a Guidebook.

Perhaps the most valuable source that is available but in a restricted sense is the very comprehensive Report entitled, "Self-Study for Accreditation". Every ten years each of these school have to undertake a very detailed study of all the aspects of the school. The reports include a description and an evaluation of the following areas among others.

a) School and Community.
b) Philosophy and Objectives
c) Curriculum.
d) School and Staff Administration.
e) Student Activities Programme.
f) Learning Media Services.
g) School Plant.
i) Plans and Priorities.

The study involves the participation of Staff, Students, Administrators, Parents, Board Members, Members of the School Community and a team of distinguished educators from different parts of the world. The Study is spread out over a year or two. A mid term Review is conducted at the end of five years.
The final Report is available with the Head of the International School and special permission had to be granted for the researcher to be able to use the material available in these reports.

Besides the above restricted but exhaustive report, there are also records of the minutes of the various internal committees within the school from the Student Council Minutes to the Board Minutes. Access to these insights are also restricted but the degree of the restriction varied according to the nature of the committee and the discretion of the Principal.