CHAPTER II

REVIEW OF RELATED LITERATURE

"Comparative education seeks to make sense out of the similarities and differences among educational systems. It catalogues educational methods across national frontiers; and in this catalogue, each country appears as one variant of the total store of mankind's educational experience".

- GEORGE Z. F. HEREDAY.
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II.1 INTRODUCTION

Recent times have given utmost attention to the area of comparative education. Very few topics of educational discussions take up more time and more space in educational journals than that of comparative education. This awakening in the comparative education is due to the growing concern over steadily increasing problems and situations of education, its flux, organization and administration almost everywhere in the world. Governments, administrators, politicians, sociologists, economists, educationists and parents, all at a time, gaze at education of children for the happy solution of their educational problems. The most dominant problem facing constantly to them is, "What type of education will help their children adjust in the future society and how?"

In this regard, as has been aptly stated by Philip E. Jones:

"..... education has become an indispensable process in modern life. Small wonder, then, that as students, teachers, parents or administrators, we often show interest in how schools in other countries function and in how other nations solve their educational problems. Sometimes we ask whether their experiences can help us answer our own by no means insignificant educational questions. At once, such comparison arises from sheer curiosity (we want to know how other people educate their young), and hard practicality."

Thus, it is correctly stated out by Philip E. Jones that comparison arises from sheer curiosity to know how other people educate their children followed by practicality, i.e. how the other people solve the pertinent problems like the one which the country is facing. In this way, comparison takes place and gives birth to comparative education which is considered of great importance and of deep interest to all the human beings in the present age of educational world.

Everything is studied in its comparative perspective. What is happening in one country is judged from what is happening in other countries. Comparative education has followed the path of other branches of comparative studies - like: comparative law, comparative grammar, comparative religion, etc. It adds to knowledge and better understanding. But more than that, it serves the purpose introducing reform at home or helping to seek solution to the problems of other countries or involving in a joint effort to meet the common challenges for making this planet a better place to live in. Comparative education is a young branch of a very old discipline of pedagogy. Being so new and young, it is exposed to many and varied experiments and activities, and it is too early to be content with its definition as handed over by the comparative educators. But, beyond this, there should be no fear of roaming in the field of uncertainties.
In this connection, as has been stated by George Z. F. Bereday:

Comparative education has a clear subject matter of its own, the schools of the world in their manifestations. It has a specific methodological concern that it shares with comparative law, comparative government, cross-cultural studies in anthropology and other comparative disciplines, a concern for the development of valid methods of comparison.\(^2\)

Thus, the comparative education is a separate branch of pedagogy; which helps the nations for the happy solution of their varied questions. The dominant problem facing frequently to the educationists, administrators, politicians, sociologists, teachers and parents is "What type of education will help their children for the adjustment in the society of tomorrow? and how?"

It will be worthwhile to note the views of Philip E. Jones in this context:

For better or worse, education has become an indispensable process in modern life. Small wonder, than that as students, teachers, parents, or administrators, we often show interest in how schools in other countries function and in how other nations solve their educational problems. Sometime, we ask whether their experiences can help us answer our own by no means insignificant educational questions. At once, such comparison arises from sheer curiosity and hard practicality.\(^3\)

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Thus, comparison takes place and gives birth to comparative education which is of so great importance to all the people of modern scientific era.

II.1.1 The Meaning of Comparative Education

A comparative education may be simply stated as scholarly study of foreign system of education as it really works under the influence of national spirit and tradition, with the object of better understanding of our own educational system. This was the first comprehensive and dynamic view of comparative education in the beginning of the 20th century.

In short, it is a comparative analytical study of causes behind educational problems of different countries and their attempted solutions in terms of the underlying spiritual and cultural forces, social and political ideas that the school reflects. In this regard, as I. L. Kandel states it:

The factors and forces outside the school matter even more than what goes on inside it. Hence, the comparative study of education must be found on an analysis of the social and political ideals which the school reflects, for the school epitomizes these for transmission and for progress.*

Kandel did not believe that comparative

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education should get busy merely to study the educational machinery, organization, administration, teaching, curriculum and methods. Reference to the society of those things is required. He extended Sadler's approach. He insisted that explanation was needed for each aspect of the educational system and each educational practice, as why it was so and why it differed from the corresponding practice in other countries. He contributed a theory of causation. He deserves the appellation of 'father of comparative education'. Again he states it:

The chief value of comparative approach to such problems lies in an analysis of the causes which have produced them, in a comparison of the differences between the various systems and the reasons underlying them, and finally, in a study of the solutions attempted.5

Thus, comparative education is an analytical study of environmental forces and historical factors that shape the educational system of different countries and of their problems and attempted solution on a comparative basis.

In this connection, as has been pointed out by Nicholas Hans:

As their national past was formed by factors often common to many nations and as their ideals of the future are the outcome of universal movements, the problems of education

5. ibid.
in different countries are similar and the principles which guide their solutions may be compared and even identified. The analytical study of these factors from a historical perspective and the comparison of attempted solution of resultant problems are the main purpose of comparative education.\textsuperscript{6}

Here, it is clear that countries have common educational and cultural background and therefore, face common problems.

The fact is that various social, religious and cultural influences exercised on education, its policy and design should be studied in comparison with those of other countries. In the words of Brian Holmes:

Comparative education as a theoretical generalizing social science consists of those theories, hypotheses, models and laws which facilitate our understanding the processes of education.... Slowly, there is emerging comparative education, a body of theoretical knowledge which justifies our belief that the study is worthy of being ranked with sociology and economics of education as a discipline in its own right.\textsuperscript{7}

The system of education of every nation is unique in itself, but the problems that confront them today are of the same type in many other countries. There is no nation on the earth today where the question of


Higher Education is not a grave concern. However, such a question is being solved by political, social and economic forces and by the tradition of education itself. The fact is that today most of the national systems of education constitute laboratory to conduct experiments dealing with different problems. But whether such experiments or the traditional cultural backgrounds and current political and social values and economic conditions will contribute to solve these problems remains a question.

In this context, it would be worthwhile to quote I. L. Kandel, "Comparative education is concerned, since it seeks to analyse and compare the forces that make for differences between national systems of education." 8

Even then, descriptive analyses of certain national systems of education are valuable and important provided they are authentic, reliable and scientifically expressed with a sense of an insight into the factors that give them meaning. Moreover, they provide valuable data for comparative education without themselves being entitled to be called by that name.

In this regard, as has been rightly stated by M. E. Sadler: "The practical value of studying in a right spirit and with scholarly accuracy the working of foreign

8 I. L. Kandel, op. cit., p. 8.
systems of education is that it will result in our being better fitted to study and understand our own.*

Here, the investigator could state that any attempt to transfer without referring to the environmental and conditions that helped its evolution, will result into miserable condition.

Thus, comparative education is the study of educational systems and practices of various countries so as to deduce lessons by the use of special comparative methods. Bereday stresses the importance of methodology in comparative studies of education. It is above all the discipline which systematizes our observations and conclusions in relation to the shaping of the future.

II.2 STAGES IN COMPARATIVE EDUCATION

There are some authorities whose contributions to the study of comparative education cannot be neglected. These authorities have given the new dimension to the comparative method and evolved a new method which has its roots in the historical method of research. The comparative education is in the third phase at present. The comparative method has travelled from the phase of 'borrowing' to the phrase of 'prediction' and from the

phase of 'prediction' to the phase of 'analysis'. So one would ask, "Who are the contributors to the study of comparative education?". The investigator would discuss the contributions of Isaac Kandel, Nicholas Hans, Vernon Mallinson, etc. who contributed to the study of comparative education by understanding the same through historical and cultural aspects. The investigator will discuss the same as under:

II.2.1 Understanding Through Historical and Cultural Aspects

Contributions of: The historical aspect is closely related to political and religious factors as well as geographic position and economic condition. It is difficult to identify the historical factor without any reference to other aspects integrated in the history of a nation. Education also reflects the social and cultural pattern of society. Education has its roots in the culture and history of a nation. So, while studying the educational system of a nation, its history and culture could also be studied. The educational system and the society are intricately attached and one cannot detach these two. Sir Michael Sadler was the pioneer in this approach to the study of comparative education. The investigator will discuss his contribution in the field as under:
(a) Michael Sadler

He has expressed his views in one of his reports as under:

The chief work of an educational intelligence office.... is to collect, summarize and publish various kind of educational experience with a view to (1) getting what is found and true from a number of discrepant opinions; (2) informing the nation how it stands in regard to educational efficiency as compared with other nations; and (3) promoting as far as possible, general consent and agreement as to the nicest and most fruitful line of development in national education.10

It could be inferred from the above statement that it was thought better not to transplant the best educational system of the other country in one's own country. But, Sir Michael Sadler has suggested to inform the nation where it stands in regard to educational efficiency as compared with other nations. Thus, he gave a new dimension to the study of comparative education. He suggested that the influence of society cannot be lost sight of while studying the educational system of a nation. Education has its deep roots in the culture and history of a country. His views were comprehensive and dynamic in the beginning of the twentieth century. His views were carried forward by Isaac Kandel and others.

In the first half of the twentieth century, most of other authors of comparative education followed the path shown by Sir Michael Sadler and they elaborated on different aspects of Sadler's approach. I. L. Kandel in his 'comparative education' (1933) traced the close relationship of schools and the political systems of which they were the part. He always tried to discover the meaning of nationalism; which furnishes the basis of educational system. Therefore, he looked at the cultures he studied from an historical point of views. In this connection, he puts his views: "It is important, therefore, as a means of appreciating and understanding the
Kandel will lead the investigator to present the contribution of Vernon Mallinson.

(c) Vernon Mallinson

that

He believes comparative education was almost wholly rooted in history. He emphasized 'national character' in the study of comparative education. Mallinson quotes Morris Ginsberg to define the national character as:

The totality of dispositions to thought, feeling and behaviour peculiar to and widespread in a certain people and manifested with greater or less continuity in a succession of generations.12

It can be understood that national character is manifested with greater or less continuity in a succession of generations. In other words, national character cannot be uprooted by anyone within a short span of time. The national character takes years to shape its individuality. He emphasizes the character development of a people and not the intelligence.

In this regard, he puts:

It is the character of a people and not its intelligence that determines its future. And, it is from a people's character

and from its intelligence, that stem its political constitution, its ideals and aspirations, its social and cultural outlook. 13

In other words, he argues that it is from a people's character that their political structure, ideals, goals, social fabric and cultural outlook come.

In brief, Mallison's contribution in the field of comparative education can be summarized as:

* The national character determines the kind of education.

* The future is determined by the character of people.

* Natural environment, social heritage and education determine the national character.

* National character is never determined by one factor alone.

* Geographical and economical factors, the historical factors, the religious factor and the political influence the national character.

With regard to the comparative method of education, Nicholas Hans does not fall in tune with approach.

13 ibid., pp. 4-5.
recommended by Kandel, but he believes that education is affected by some factors. What are these determinant factors? The same discussion follows in the succeeding lines.

(d) Nicholas Hans

Nicholas Hans was Kandel's successor. His major work is the Comparative Education: A Study of Educational Factors and Traditions (1949). As the name suggests, he identified specific factors and forces that influenced educational patterns in different countries and cultures. He extended the theme of Sadler and Kandel. He selected relatively few factors and historically elaborated them in great detail. This pattern made ample clear the impact of environmental forces in shaping education. He classified the factors in three groups: natural factors such as race, language, geography and economics; religious factors such as Catholic tradition, Anglican tradition and Puritan tradition; and secular factors such as Humanism, socialism, nationalism and democracy. What is the significant about Han's work? It is that he used these factors for two important purposes. He not only used them to explain the variation in school systems but also to identify the problems that they posed.

Moreover, he enumerated five factors which make an ideal nation. These five factors are: (i) Unity of
race, (ii) Unity of religion, (iii) Unity of language, (iv) Compact territory, and (v) Political sovereignty.

He has referred to the national development. He firmly believed that revolutions do not change the national character, that whatever exists today is the result of the past. Then, one would ask a question. What is a national character according to Nicholas Hans?

In this regard, he expresses as:

National character is a complex result of racial intermixtures, linguistic adaptations, religious movements and historical and geographical situations in general. Because of this multiplicity of factors, it could not be compared to a monolith, but rather resembles an old architectural with styles and additions of various centuries.

He has pointed out in the above statement that national character is a complex-phenomenon.

Lastly, he arrived at the classification of three definite groups of factors influencing educational development in the countries he studied. They are: (i) Natural factors, (ii) Religious factors, and (iii) Secular factors.

It could be seen that Moehlman has gone a little further than Kandel, Hans and Mallinson. He is also one

14 Nicholas Hans, op. cit., p. 10.
of these recent comparative educationists who represent an bridge between historical-cultural type school of thinking and the more recent attempts to make comparative methodology more rigorous and scientific.

II.2.2 The Search for a Scientific Methodology

In this part, the investigator will discuss the methodological approaches of Bereday and Holmes, and emphasis the importance of their positions in the field of comparative education. He will also discuss the contribution of Edmund King, Karl Popper and Hingson.

(a) George Z.F. Bereday

If one wants to know about the fields of comparative education, it can be stated that the fields of comparative education may be divided into two parts:

(1) Area studies and (ii) comparative studies - a proper, covering more than / single country or region.

George Bereday gives importance to area studies. He firmly believes that area studies provide preliminary requirements for the work of real comparative analysis. He expresses his views in this regard as under:

"It is only the basis of the extremely specialized and often painstaking work of area scholarship that a comparative student can attain the required breadth of
It can be inferred from the above statement that Bereday gives importance to area studies. Through the area studies, he believes, a comparative students can attain the required breadth of perception.

There are two stages in area studies:

(i) Description

Bereday seeks description of more than one educational system as the first step. The first step in the description is that a research worker has to collect primary, secondary or auxiliary sources. Primary sources may be eye-witness accounts, reports, and the material that can be regarded as authentic and first-hand. The second step is to secure data for the description of an educational system by visiting the schools and other educational institutions themselves. While, the third stage is to record that one has observed. On the basis of the data available to the research worker, he has to establish certain hypotheses or tentative generalization.

(ii) Interpretation

This is the second stage of area study. There

is an evaluation of pedagogical data of the country or
countries being studied in terms of their historical,
political, economic, social, geographical, philosophical
and other background in this stage. No one should think
that mere description is comparative education. Descript-
ion will lead the enquiring mind to arrive at the
conclusion, but it is necessary to recall that an educa-
tional system does not exist in vacuum. One can evaluate
not only data; but will interest the same by giving
reasons and logical thinking.

Bereday adds two more stages to his methods to
be used for comparison purposes.

The third stage is that of juxtaposition. In
this stage, the research worker will establish similari-
ties and differences in the data collected so far. The
task of juxtaposition is really to allow the formulation
of an hypothesis for comparison. This third stage will
naturally lead to the fourth and final stage of compara-
tive analysis is comparison proper.

Thus, Bereday gives four stages of comparative
study in his book; i.e. 'Comparative Method in Education'
(1964). In this regard, he puts:

*First description, the systematic
collection of pedagogical information in
one country, the interpretation, the
analysis in terms of social sciences,*
than juxtaposition, a simultaneous review of several systems to determine the framework in which to compare them, and finally comparison. 

Thus, one can trace from the above statement that Bereday laid down four steps of comparative study.

(b) Brian Holmes

George Bereday's contribution to the field of comparative education can be stated that he talked about area studies first and then comparison. Brian Holmes talks about problem approach. He expresses his views in this connection:

The problem approach which has been widely used in comparative education seems well designed to meet the requirements of those who wish to make the study scientific and at the same time, use it as an instrument of reform.

It can be made out from the above statement that 'problem approach' is useful to an individual who wish to make the study scientific and at the same time use it as an instrument of reform.

There are four main aspects of the approach

suggested by Holmes. They are: (i) Problem analysis; (ii) Policy formulation, (iii) The identification, description, and weighting of relevant factors within a given context and (iv) the anticipation or prediction of the outcomes of policies.

In the context with the problem approach, Brian Holmes states:

The problem approach is forward-looking. It implies that understanding comes largely, through processes of prediction and verification, in contrast to an emphasis on antecedent causes. It was regarded by Dewey as a (if not 'the') scientific method of enquiry, and thus, when applied to education, represents an attempt to make that study scientific.\(^8\)

It can be seen from the above statement that:

* understanding comes through processes of prediction and verification.

* Dewey regarded it as one of the scientific methods, and

* it attempts to make the study scientific.

In brief, one can say that the problem approach is one of the scientific methods that will help the research worker to study the problem more scientific way. The approach is evaluative. Types of study within the

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18. ibid., p. 93.
Problem approach are directly related to the phases of reflective thinking. Regarding the problem solving approach of Brian Holmes, Phillip E. Jones puts:

...he refers to John Dewey's analysis of the function of reflective thinking, designed specifically to solve a problem or clear up a confused situation:

1. Experience of a confused situation (or problem).
2. Hypothesis (or solution formation).
3. Problem intellectualization (or analysis).
5. Logical deduction of consequences.
6. Practical verification.  

It can be observed that, Brian Holmes thinks of the problem first. He uses scientific methods for solving the problems. The various steps are as: Problem, Hypothesis, Analysis, Logical Deduction and Practical Verification for solving the problem.

(c) Edmund King

It has been already discussed that Bereday puts forward three phases of development in comparative education to which Edmund King does not agree. Moreover, he gave four phases of development in comparative education. The first phase was of borrowing. The second, was early twentieth century drive to universalize institutions like primary and secondary schools. Third was, post second world war. Comparative education helped in

19 Phillip E. Jones, op. cit., p. 96.
the development of formal education, while, since 1960, attempts have been made to use educational research as an aid in making all decisions.

Though, Edmund King stressed on decision-making and implementation of decisions, he believes that comparative education can be helpful in four ways:

(i) **An informative-analytical aid**, especially to students interested in education, by showing the "wholeness" of cultures.

(ii) **A repository of techniques** to help the analysis of problems where some study is proposed.

(iii) The comparative education provides criteria for specific inquiries,

(iv) The comparative education helps to secure effective implementation of decisions.

Edmund King also recommends conceptual framework as the method of comparative education. What are the elements of conceptual framework? They are: (a) rapid social change, (b) assisting in decision-making by supplying educational insights rather than by accepting idea of social laws, (c) involvement or commitment in a democracy.
Phillip E. Jones expresses his views regarding the third element:

Commitment is important, King states, because we are now so involved in education and reform is obviously necessary. Reform involves decisions, the feasibility of alternative courses of action and planning the effective implementation of reforms approved.20

It can be understood from the above quotation that reform in education is absolutely necessary. As reform involves decisions, the feasibility of courses of action and planning need to be approved.

The fourth is pragmatic approach in which the use of hypotheses, etc. is commended. The fifth is the element of firm belief that work in social sciences, which is carried out under conditions different from those of physical science.

Besides, King, Bereday and Brian Holmes; there are some authorities who gave their contribution in the scientific methodology of comparative education. They are: J. M. Higginson and Karl Popper. Higginson has attempted to classify the methodological approaches, while Karl Popper has propounded the 'theory of critical dualism'.

After having seen the contribution of various authorities, it is evident that reform in education is not only desirable but also necessary.
authorities in the field of comparative education, the investigator presents the previous researches in the field of higher education.

II.3 PREVIOUS RESEARCHES

Much attention was not given to develop and expand higher education in India, before 1947; viz. in the pre-independence period. There were only fifteen (15) universities in 1937; which reached up to nineteen (19) in 1947. That figure reached up to eighty (80) in 1968 and ninety-five (95) in 1971; respectively. Thus, there is much development in the field of Higher Education in India, during post-independence period. With the development of Higher Education, much research work has been done in this country. It will not be out of place if the researches done in the field of Higher Education in India are shown here. These are mainly the doctoral theses written on Indian Higher Education and submitted to the universities of India and the U.S.A.

After reviewing the literature related to the comparative method and previous researches, in the field of Higher Education, the investigator would discuss the basis of Higher Education in the chapter that follows.
REPRESENTATIONS

A. Books


B. Periodicals