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COMPARATIVE EDUCATION – CONCEPT OF COMPARATIVE EDUCATION

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issues from global perspectives.

12. Humanitarian Ideals: The study helps us to enhance humanitarian ideals and practices.

13. Reliable Prediction: The study may enable us to give reliable prediction of the solutions to the problems prevalent.

Role of Area Studies and National Case Studies in Comparative Education

The Systematic Area Studies Method Approach;

This method was developed and popularized by G.Z.F. Beredy in his book "Comparative Method in Education" (1964). He used the interdisciplinary approach to systematically survey and analyzes education in different countries. The aim is to understand differences and similarities before borrowing and making any predictions. He argues that, since the study has to make sense out of similarities and differences among different educational systems, it is possible to seek assistance from other fields of study such as History, Sociology and Philosophy. In fact educational facts are so enmeshed in a matrix of other social sciences that comparative education cannot be studied in isolation. According to Beredy, the following steps are to be followed.

- I. Description of aspect of Education - This involves identification of the problem by clearly describing the problem from eye witness accounts, observations or even reading.
- II. Interpretation and explanation using the interdisciplinary approach - This involves giving explanation of the data collected, of the way things are in each country. Some of the reasons could be historical, social, cultural or religious.
- III. Juxtaposition or classification of data - This involves putting the information into groups in categories of contrasting and comparable features. In this way similarities and differences can be easily and clearly seen.
- IV. Comparison - This involves comparing features in one system with those of another system. This helps in the formulation of possible hypotheses.