



Call for Papers

Comparative Education Studies (CES)

A Journal of the Comparative Education Society of India (CESI)

As a forum for furthering ideas and their exchange on the regional, national, and international aspects of education, the Comparative Education Society of India (CESI) launches its journal *Comparative Education Studies (CES)*. This flagship journal of CESI will be biannual, open-access and double-blind peer reviewed. The journal seeks to make its mark in educational research and play an active role in creating a community of thinkers who can contribute to knowledge generation.

Comparative Education Studies: Vision Statement

Comparative Education Studies is a response and an attempt to understand education in the 21st century, especially in terms of the complex challenges the countries of the global south have been undergoing. For us, the questions of education are interconnected to the larger historical, social, and political structures. In addition to these important intersections, the discipline of education also seriously engages with practice. The journal intends to be an independent forum that encourages rigorous, high-quality, original research with the intention of understanding and informing the wide spectrum of educational processes and practices that are at the fulcrum of change. Education as a field of enquiry demands an orientation towards the world, which includes not only changing the world but also caring for the world, the way it is. This kind of education can never be fully grasped without overcoming indifference; thus, any effort to preserve this spirit of education will spill outside the fixed categories and can only flourish in the plurality of ideas, theories, and methods.

Education as a discipline is of interest to different stakeholders including teachers, students, parents, policy makers and civic organisations. To be a platform for discussion and dialogue around diverse ideas, theories, methods and practices, CES encourages contributions that not only examine and understand the contemporary but also imagine alternative possibilities and futures. Questions and concerns of education refuse assumed typecasting and canonization in the categories of theory-practice, structure-agency, school-milieu; thus, to think of education means to think along various oppositions simultaneously which usually cuts across disciplinary boundaries. The journal is located along the constitutive link that reconciles and bridges these categories. It aims to further the knowledge that deepens our understanding of issues central to education in South Asia and internationally. While questioning the totalizing nature of decontextualized theory and methodology, the journal invites papers that attempt to intensify one's experiences with field-based practices, thereby, developing concrete and specific linkages between theory and practice leading to theory-building.

Journal Sections:

We invite submissions from those connected to education at large – academics, researchers, teachers, members of various grassroots organizations, think-tanks, civic and policy circles.

We look forward to your contribution to the following sections:

Research Articles	(6000 – 8000 words)
Commentaries	(1500 – 3000 words)
Book Reviews	(1000 – 1500 words)

In the commentaries, in addition to the themes of topical relevance, we invite submissions that may include movie reviews, poems, interviews, pedagogic engagements, reflections from practice, notes on methods, engagement with thinkers and texts.

Authors are requested to follow APA guidelines while submitting the articles.

Selection Process:

Submissions for the journal are open all year round and will be reviewed on a rolling basis. All submissions will go through a double-blind peer review process.

Please send your entries to the following email address ces@cesindia.net. You can also write to us for any queries or further clarifications.

Jyoti Dalal
Professor, IHE, University of Delhi

Shivali Tukdeo
Professor, IMSE, Mahindra University

Divya Vaid
Associate Professor, CSSS, Jawaharlal Nehru University

(Executive Editors,
Comparative Education Studies)