PGED S4 03

Exam. Code : CE(OP)

COMPARATIVE EDUCATION (OPTIONAL PAPER)

SEMESTER – IV

EDUCATION

COURSE 03

BLOCK 1

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Printed : ***July, 2022*** **ISBN : 978-93-91026-96-7**

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Printed and published by Registrar on behalf of the Krishna Kanta Handiqui State Open University

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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.

COURSE INTRODUCTION

This is the course in Education for the 4th semester of two years of Master Degree Programme. The course consists of two Blocks. This course tries to provide the wide coverage of the core concept of Comparative Education. Comparative Education is concerned with the evaluation of different educational system of the different countries. This particular paper will help to understand how educational systems are shaped by wealth, ideology, social cultural features of the country and impacts of globalization on education policy and practice in different regions and countries. Moreover, this paper will helpful to borrow some applicable aspects of education from other countries for better improvement of education at home. After going through this course, you will have a clear understanding for creating a framework for assessing the success of education programs and initiatives.

BLOCK INTRODUCTION

This second Block is consisted with all total nine units and it is started from the unit no. seven. This particular unit deals with the historical background of Indian education system, features of Indian education as well as educational administration, primary, secondary, and higher education in India. Unit eight is actually the continuation of the previous unit which explains about historical background of teacher education in India, its features and administration as well. The unit nine tries to reflect the education system of United Kingdom including primary, secondary, higher and teacher education in details. Again, unit ten deals with the education system in the USA. Along with the features of American education system, it also focuses on primary, secondary, higher and teacher education system in USA. Unit eleven elaborately presents the education system in Japan like the previous units nine and ten. Unit twelve has also been explained about the education system in Germany. Unit thirteen brings the concept of peace with its some important related aspects. Further, the role of UN and SAARC are mentioned here for our better understanding. Unit fourteen brings some significant problems of the third world countries like poverty, population explosion, illiteracy, equalization of educational opportunities etc. The last unit (Unit Fifteen) explains about Role of the U.N.O.in improving educational opportunities among the member countries, various official organization of the U.N.O. and their educational activities.

While going through this block, you will come across some alongside boxes, which are put on the left side or right side of the text. These boxes will explain you meaning of some words and concepts within the text. Apart from this, there will be some broad and short questions which have been included under “ACTIVITY” and “CHECK YOUR PROGRESS” in every unit. Activities will increase your thinking capacity

because questions put in Activity are not directly derived from text. Hints on the answers to the short questions have been put under sections “ANSWER TO CHECK YOUR PROGRESS”. Besides, a few text- related questions have been put in “POSSIBLE QUESTIONS”. These questions will help to draw your attention on the probable topics for the examination so that you can prepare for the examination with confidence.

The Block is divided into nine units:

UNIT 7: Education in India-I

UNIT 8: Education in India-II

UNIT 9: Education in the UK

UNIT 10: Education in the USA

UNIT 11: Education in Japan

UNIT 12: Education in Germany

UNIT 13: Education for Peace

UNIT 14: Problems of the Third World Countries

UNIT 15: Role of Education and the UNO

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Historical Background, Features of Education, Educational Administration, Pre-Primary, Primary, Secondary, Higher Education, Teacher Education in Germany.

UNIT 13 : Education for Peace **227 - 247**

Concept of Peace, Definition of Peace, Types of Peace, Peace Education, Role of United Nations in Maintaining Peace, Programme of UNESCO, SAARC.

UNIT 14 : Problems of the Third World Countries **248 - 262**

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Role of the U.N.O.in Improving Educational Opportunities among the Member Countries, Various Official Organization of the U.N.O. and their Educational Activities.

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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?

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

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

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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?

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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?

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.....

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?

.....

.....

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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UNIT 7 : EDUCATION IN INDIA-I

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Historical Background

7.4 Features of Indian Education

7.5 Educational Administration

7.6 Primary Education System

- 7.6.1 Objectives of Primary Education
- 7.6.2 Curriculum of Primary Education

7.7 Secondary Education System

- 7.7.1 Objectives of Secondary Education
- 7.7.2 Curriculum of Secondary Education

7.8 Higher Education System

- 7.8.1 Objectives of Higher Education
- 7.8.2 Curriculum of Higher Education

7.9 Let Us Sum Up

7.10 Further Readings

7.11 Answer To Check Your Progress

7.12 Model Questions

7.1 LEARNING OBJECTIVES

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

- discuss the historical background of education in India.
- analyse the features of education in India
- describe the system of educational administration in India
- describe the primary education system in India
- explain the secondary system of education in India
- discuss the higher education system in India.

7.2 INTRODUCTION

Education is the nation's most important capital. You can comprehend the status of a nation by looking at its education system. You know that for making a comparison of education system of our country with other countries, it is important for us to know our system thoroughly. In this unit, we will briefly discuss the historical development of education in India, describe the distinctive features of Indian education system, how is it administered and stages of education. However, it is good to keep in mind that looking at the huge diversity characterized by the Indian society (linguistic, regional, social, geographical, cultural, religious, etc.) it is difficult to understand the education system as a whole. Here, we will try to understand the system in general.

7.3 HISTORICAL BACKGROUND

Historically, India is the country where civilization flourished as far back as 5000 BC. We can trace the well-marked educational system as far back as early Vedic civilization. So, let us start it from Vedic education and we will go through the historical background very briefly.

7.3.1 Vedic Education

During Vedic period, education was mainly based on the ancient Indian philosophy or *Darshan*. Education was imparted in Gurukulas or the 'home of the Guru'. The aim of education was to build character of the students. It emphasized on spiritual development. Teachers were men of the highest calibre from the point of view of knowledge and spiritual progress. There was an intimate relationship between the teacher and the students. Though it was characterized by equal educational opportunity for everyone, in the post-Vedic period, the system got distorted and was affected by the caste system.

7.3.2 Buddhist Education

Due to the limitations of the Vedic education system, Buddhist education system evolved in India. Like Vedic education system, the Buddhist system also aimed at attainment of Nirvana through the study of the teachings of Budhha and Dharma Shastras. It preached theology and imparted other knowledge in the monasteries and maths. It was more secular in nature that the post-Vedic period education. During this period, well-known universities like Takshashila and Nalanda were established which attracted many international students.

7.3.3 Islamic Education

The aim of education during the Muslim period was the extension of knowledge and propagation of Islamic principles, laws and social conventions. Education was based on religion. More stress was laid on practical utility of education. The relation between teacher and students was strict and discipline was maintained using physical punishment. Primary education was organized in Maktabs and higher education in Madrassas.

7.3.4 Education under British Rule

- The Western education started influencing Indian education system when the East India Company came to India for exploring business opportunities and later established its own empire here. The Charter Act of 1813 made education of Indian people a responsibility of the Company. However, as it did not clearly mention what kind of education is to be propagated, lots of controversies occurred regarding this. Lord Macaulay in 1833 said that English education was to be instilled in India by the Company. The Missionaries were encouraged to establish educational institutions based on their philosophy.

However, the Wood's Despatch 1854 recognized the necessity of giving importance to Indian languages in education. Based on its suggestion, universities were established in Bombay, Calcutta and Madras in the year 1857. The first Indian Education Commission was constituted in 1882 under the chairmanship of William Hunter. Recommendations were made for various aspects of education including primary, secondary and higher education. In 1901, Curzon's Educational Policy made way for constitution of Indian University Commission 1902 and later Indian University Act 1904. After this, a major milestone was the Sadler Commission 1917-19 which suggested reforms particularly for Calcutta University which were applicable to other universities as well. During this time, Gandhiji's Basic Education evolved as a response to the dislike of the English education system. Basic education was based on crafts which aimed at uplift of all sections of the society. In 1944, after the Second World War, Sargent Report on Education was submitted. It was the first comprehensive report which addressed the problems and future organization of pre-primary to university levels of education in India. Thus we can say, under British rule, Indian education was re-shaped and many attempts were made to formulate an appropriate kind of education for Indians.

7.3.5 Post-independence

Now you might have understood that by the time India got its independence, the educational situation was much different than what it was before British rule. Immediately after independence, it was realized that there is a need for expansion of education at all levels. The first step taken was to constitute the Radhakrishnan Commission to re-organize the university education. In 1950, the Constitution of India was adopted which made primary education free and compulsory under the Article 45 (Directive Principle of State

Policy). Apart from this, the constitution put education in the State List which was later transferred to Concurrent List. This meant that education was made a responsibility of both the Union as well as State government. The Secondary Education Commission (Mudaliar Commission), 1953 was constituted to assess the problems of secondary education and suggest measures for its improvement. The first National Education Policy came into being in the year 1968. It was based on the recommendations of the Kothari Commission 1964-66 which provided suggestions on all the stages of education. As the general formulations incorporated in the policy were not translated into a detailed study of implementation, in 1986, a New National Policy on Education was formulated. It made recommendations on pre-primary to higher education. A major recommendation was on the common educational structure which was 10+2+3. The Indian education system is being directed by this policy till recently when the National Education Policy 2020 was formulated. This policy has brought many radical changes in the educational system including the educational structure. It has recommended 5+3+3+4 structure of education.



CHECK YOUR PROGRESS

Q 1: What was the main aim of Indian education during Vedic period?

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Q 2: During the British rule, which Commission was set up to reform the university education and in which year?

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Q 3: In which year was the first national education policy formulated after independence?

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7.4 FEATURES OF INDIAN EDUCATION

The education system of any nation is based upon its socio-cultural, political, economical characteristics. India is a democratic country and is rich in human and natural resources. Indian economy is predominantly agricultural and about half of the country's national income is derived from agriculture and allied activities. The basic features of the Indian education system can be pointed out as—

- Education in India is provided by the **public sector as well as the private sector**, with control and funding coming from three levels: central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others.
- The Indian educational system is **based on constitutional principles**. The various articles of the Indian Constitution provide for education as a fundamental right. The Article 21-A of the Constitution provides for free and compulsory education for children of 6-14 years. Apart from this, there are other constitutional provisions related to education.
- A **common educational structure** is followed in the country. India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. In general the educational structure is defined as 10+2+3, which means 10 years of schooling, 2 years of higher secondary and three years of under-graduate course. The 10 years is further divided into 5 years of primary education and 3 years of upper primary, followed by 2 years of high school. The NEP 2020 has restructured the education system into a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

- A **National Curriculum Framework** is designed by the NCERT to be the basis of formulating curriculum for school education in India. However, there is liberty regarding inclusion of regionally and locally relevant contents in the curriculum.
- Indian has always remained a peace-loving country therefore, the aims, objectives and curriculum of Indian education system reflects education for **universal brotherhood and international understanding**.
- The Indian education system believes in the principle of **equality of educational opportunity.** The Government of India has set its developmental goals which are targeted through programs, projects, and policies under the theme 'Education for all'. Laws about banning the child labour; the Operation Blackboard Operation and free Mid-Day Meal program; scholarships and fee waiver schemes for socio-economically disadvantaged sections of the society (like, Navodaya Vidyalayas); schemes for girls' education (like, Kasturba Gandhi Balika Vidyalayas) and infrastructure development are some of the strategies adopted.
- Another important aspect of Indian education is its **non formal education or provision for Open and distance learning.** At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. Apart from this, there are 14 state open universities at present and many institutions of correspondence courses in conventional universities.

7.5 EDUCATIONAL ADMINISTRATION

As we have already mentioned in the section 7.3.5, by constitutional provision, education is the subject of the Concurrent list (No.25) of the Seventh Schedule (Article 246). So, education is a responsibility of both the state and central government. In India, education is primarily provided by public schools (controlled and funded by the government at three levels—

central, state and local) and private schools. Under Article 21-A of the Constitution of India, free and compulsory education is provided is a fundamental right of children aged 6 to 14. At the primary and secondary level, India has private school system complementing the government run schools. Similarly, the higher and technical education is also being provided by both government and private sector institutions. Now let us look at the agencies taking care of the administration of education in India.

At the Central level, Ministry of Education (erstwhile Ministry of Human Resource Development) is the supreme administrative body to control, direct and guide entire educational system in the country. This ministry has two Departments—School Education and Literacy and Higher Education. This ministry formulate and implement National Education Policy and also issues related guidelines on various matters related to education. Other national agencies assisting the Ministry of Education are—National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti, National Institute of Open Schooling (NIOS), Central Advisory Board of Education (CABE), University Grants Commission (UGC), All India Council of Technical Education (AICTE), Medical Council of India (MCI), Indian Council for Agricultural Research (ICAR), National Council for Teacher Education (NCTE), Dental Council of India, Bar Council of India (BCI), Distance Education Council, etc. Agencies at the state level are State Department of Education (one or more) at Secretariat level, Directorate(s) of Education, District and Block level Education Offices, State Secondary Education Board, State Council of Educational Research and Training (SCERT). At the local level, there are two types of local self government—urban local bodies or municipal governance in cities and towns and Panchayati Raj Institutions (PRIs) in rural areas. These bodies also run schools in some States. The State-controlled schools and colleges are working under concerned Directorate. Private schools and colleges are run parallely and separately, but they have to follow government policies, rules and regulations. All the students have to appear for public examinations at the end of 10th standard and 12th standard.

The Primary and Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of 10th Standard. Based upon performance in the first two years of secondary school, and upon the SSC results, students may enter Higher/Upper Secondary School. Higher Secondary School offers the students a chance to select a 'stream', offering science, commerce, and arts/humanities. Education is administered both in schools or two-year Junior Colleges. The Junior Colleges are often affiliated with degree granting universities or colleges.

In case of higher education, the central agency for funding the universities is University Grants Commission (UGC). It is a statutory body of the Central Government for the coordination, determination and maintenance of standards of university education in India. The mandate of the UGC is—promoting and coordinating university education; determining and maintaining standards of teaching, examination and research in universities; framing regulations on minimum standards of education; monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges; serving as a vital link between the Union and state governments and institutions of higher learning; advising the Central and State governments on the measures necessary for improvement of university education. The All-India Council for Technical Education (AICTE) is the national level Apex Advisory Body for technical education. It is their responsibility to promote their development in a coordinated and integrated manner. The AICTE is vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country. For the accreditation of academic institutions and programs, there are two primary accreditation bodies—National Accreditation Board (NAB) and National Assessment and Accreditation Council (NAAC). NAB was set up to periodically conduct evaluation of Technical Institutions or Programs on the basis of guidelines, norms and standards specified by

it and to make recommendations regarding recognition or de-recognition of the institution or program. The NAAC is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. There are five major apex bodies that are responsible for research and development in India—Indian Council of Medical Research, Indian Council of Agricultural Research, Indian Council of Social Science Research, Council of Scientific and Industrial Research and Tata Institute of Fundamental Research.



CHECK YOUR PROGRESS

Q 4: What is the common educational structure followed in India?

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Q 5: Mention two schemes of govt. of India for equalizing educational opportunities.

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Q 6: State the name of the highest authority at the Central level controlling the education system of India.

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Q 7: Write True or False: UGC is responsible for maintenance of standard of higher education in India.

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Q 8: State the functions of National Board of Accreditation.

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7.6 PRIMARY EDUCATION SYSTEM

In India, elementary education comprises of lower primary (Classes 1 to 4/5) and upper primary (Classes 4/6 to 8). According to the Article 21-A

of the Constitution of India, primary or elementary education is free and compulsory for every child aged between 6-14 years. By this, you can understand that equality of educational opportunity is a fundamental right of Indian citizens without any discrimination. So, proper care has been taken by the government to ensure accessibility of elementary education to all its citizens. Various initiatives have been undertaken to universalize elementary education. Let us look into the objectives and the curriculum of primary or elementary education in India.

7.6.1 Objectives of Primary Education

The objectives of the primary education in India are—

- To bring about a harmonious development of the child's personality by providing for its physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.
- To prepare the children for good citizenship, to develop in them a love for their country, its tradition and its culture.
- To develop the spirit of international understanding and universal brotherhood in the children.
- To inculcate scientific attitude among the children
- To develop the sense of dignity of labour
- To develop adequate mastery over the tools of learning To prepare children for life through the provision of practical activities and experiences, including work experiences.

7.6.2 Curriculum of Primary Education

The curriculum or the learning experiences provided to the children of primary schools are based on the objectives of primary education. The curriculum of lower primary stage includes mother-tongue, mathematics, environmental studies, creative activities, work experiences, social service and health education. The upper primary stage includes two languages (mother tongue or regional language and English), mathematics, science, social studies, art, work

experience and social service, physical education and education of moral and spiritual values. The students can also opt for a third language at this stage.

7.7 SECONDARY EDUCATION SYSTEM

The secondary education comprise of Class 9 to 12. Classes 9 and 10 are known as secondary or lower secondary stage and 11 and 12 are known as higher secondary stage. After independence, the secondary stage of education received exclusive attention as the Secondary Education Commission (Mudaliar Commission), 1952 was constituted. It formulated the objectives and curriculum of secondary stage and also recommended on other issues of secondary issues. First, look at the objectives of secondary education.

7.7.1 Objectives of Secondary Education

The objectives of secondary education in India are in general formulated as—

- All round development of the student—physical, mental, moral, intellectual and academic development.
- Looking at the leadership crisis in a democratic country, it was felt necessary to provide training in leadership is at the secondary level of education.
- At secondary stage, students are at their adolescence. Students need to be ethically trained, particularly at this stage. So formation of character is an objective of secondary education.
- As the secondary stage serves as the gateway to either higher education or employment, secondary education aims at promotion of vocational efficiency of the students. This objective is based upon the principle of dignity of labour.
- As a developing country, we need each of our citizen to be trained in democratic citizenship and be productive to the

society and the nation at large. So, secondary education aims at developing a scientific, positive and problem solving outlook among the students.

7.7.2 Curriculum of Secondary Education

The curriculum of the secondary education is divided into lower and higher stages. The lower secondary curriculum includes three languages (regional, Hindi, English), Mathematics, Science, Social science (History, Geography, Civics, Economics & Commerce), Art & Craft, Work-experience & Social Service, Physical education and education of moral and spiritual values. At the higher secondary stage, the students have to choose a stream—Arts, Science or Commerce. Based on their stream, they are allowed to choose subjects. Apart from this, vocational stream is also available, where the students learn vocational subjects.



CHECK YOUR PROGRESS

Q 9: State two objectives of primary education in India.

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Q 10: Mention one specific characteristics of higher secondary curriculum.

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7.8 HIGHER EDUCATION SYSTEM

You have seen in the Section 7.3 of this Unit that after independence, first priority was given to university system. Higher education in India refers to education after secondary education. So, formally, higher education starts after 12 years of school education. Depending on the stream, under-graduation in India can take three to five years. Postgraduate courses are

generally of two to three years of duration. After completing post-graduation, scope for doing research in various educational institutes also remains open. The institutional framework of higher education in India is complex. There are several types of institutions—universities, colleges, institutions of national importance, post-graduate institutions and polytechnics. Generally, only the universities are authorized to grant degrees. But by special acts of Parliament, the institutions of national importance have also been authorized to grant degrees. Post-graduate institutions and polytechnics can grant diplomas and are to be recognized by the All India Council of Technical Education. There are different types of universities in India—Unitary, Federal, Residential, Affiliating, Affiliating-cum-teaching, Central, State, Private and Deemed University. The universities, deemed universities and institutions of national importance are largely autonomous institutions entitled by law to design, develop and offer programs which they consider relevant and appropriate for the national needs. The colleges and institutes are regulated by the universities to which they are affiliated. Undergraduate or Bachelor's degrees, as it is called in the fields of arts, humanities, social sciences, science and commerce are mostly three-year programs. Diploma programs exist and range from 2-3 years in length and are provided at polytechnics, colleges or universities, culminating in an Advanced or Post-Graduate Diploma. Professional Bachelor's degrees, in the fields of Medicine, Engineering, Architecture, Law, etc. vary from 4–5$^{1}/_{2}$ years depending upon the discipline. As there are variety of institutions and programs of higher education, a number of professional, coordinating and regulatory bodies and councils have been established to ensure balanced and healthy growth of higher education in the country. In India, the higher education system is primarily the responsibility of the state governments. Although the central government has established and funded the central universities and some institutions of national repute like IITs, IIMs, etc.

7.8.1 Objectives of Higher Education

The chief aim of higher education is search for truth and achievement of excellence. It was emphasized that the higher

education system needs to keep itself dynamic with the changes that are brought in the world. The higher education in India aims to develop proper understanding of self and the world among students. Their all round development should lead to development of the individual as well as the society. A university is considered as the centre of ideas and ideals. The university also aims at preparing students for research activities as well as providing them appropriate environment for carrying out research. So, knowledge generation is another aim of higher education.

7.8.2 Curriculum of Higher Education

The curriculum of higher education is characterized by specialized education. Both at the undergraduate and post-graduate level, the curriculum is organized into semester system. At the Undergraduate level, the students study the subject of their choice as core course along with some elective courses. The post graduate students must be trained in hard intellectual endeavour which must form an essential feature of any good higher education institution. So, the post graduate curriculum is very specialized on one specific subject area. Along with teaching, another important dimension of university is research. The Universities offer Ph.D degrees as an outcome of research work. The Choice Based Credit System (CBCS) was introduced by the UGC in an attempt to encourage a more interdisciplinary approach to education and offer more flexibility to students. Under this system, a standardized assessment and grading plan based upon a 10 point scale is also introduced.

The National Education Policy 2020 has suggested for radical reformation of the higher education system so as to deliver high-quality higher education, with equity and inclusion. It has suggested for a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages; providing more autonomy

to faculty and institutions; revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences; reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service; establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges; governance of HEIs by high qualified independent boards having academic and administrative autonomy; "light but tight" regulation by a single regulator for higher education; increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.



7.9 LET US SUM UP

- During Vedic period, education was mainly based on the ancient Indian philosophy. The aim of education was to build character of the students and their spiritual development.
- Due to the limitations of the Vedic education system, Buddhist education system evolved in India. The Buddhist system also aimed at attainment of Nirvana. It was more secular in nature that the post-Vedic period education.
- The aim of education during the Muslim period was the extension of knowledge and propagation of Islamic principles, laws and social conventions. Education was based on religion. More stress was laid on practical utility of education.
- Under British rule, Indian education was re-shaped and many attempts

were made to formulate an appropriate kind of education for Indians.

- After independence, various Committees and commissions were constituted to bring about educational development in the country, Radhakrishnan Commission, Mudaliar Commission, Kothari Commission.
- The first National Education Policy in independent India was formulated in 1968, later reframed in 1986.
- The common educational structure suggested by the National Education Policy 1986 was 10+2+3. The National Education Policy 2020 has recommended for the 5+3+3+4 structure of education.
- The main features of Indian educational system may be pointed out as—it is managed by private as well as public sector, it is based on constitutional principles, it follows a common educational structure and a national curriculum framework, it follows the principle of equality of educational opportunity and it gives equal weightage to open and distance learning system.
- The supreme administrative body at the Central level is the Ministry of Education which formulate and implement National Education Policy and also issues related guidelines on various matters related to education. Various national and state level agencies assist the ministry to administer education system of the country.
- Elementary education comprises of lower primary (Classes 1 to 4/5) and upper primary (Classes 4/6 to 8). It is a fundamental right of every Indian citizen.
- The aim of elementary/primary education is all round development of the child.
- The curriculum of lower primary stage includes mother-tongue, mathematics, environmental studies, creative activities, work experiences, social service and health education.
- The upper primary stage includes two languages (mother tongue or regional language and English), mathematics, science, social studies, art, work experience and social service, physical education and education of moral and spiritual values.

- The secondary education comprise of Class 9 to 12. Classes 9 and 10 are known as secondary or lower secondary stage and 11 and 12 are known as higher secondary stage.
- The main aims of secondary education are developing leadership qualities, character formation, vocational efficiency, democratic citizenship.
- The lower secondary curriculum includes three languages (regional, Hindi, English), Mathematics, Science, Social science (History, Geography, Civics, Economics & Commerce), Art & Craft, Work-experience & Social Service, Physical education and education of moral and spiritual values.
- At the higher secondary stage, the students have to choose a stream—Arts, Science or Commerce.
- In India, higher education starts after 12 years of school education.
- Depending on the stream, under-graduation in India can take three to five years. Postgraduate courses are generally of two to three years of duration.
- There are several types of institutions—universities, colleges, institutions of national importance, post-graduate institutions and polytechnics.
- There are different types of universities in India—Unitary, Federal, Residential, Affiliating, Affiliating-cum-teaching, Central, State, Private and Deemed University.
- The chief aim of higher education is search for truth and achievement of excellence.
- The curriculum of higher education is characterized by specialized education.
- At the Undergraduate level, the students study the subject of their choice as core course along with some elective courses. The post graduate curriculum is very specialized on one specific subject area.
- The National Education Policy 2020 suggested for a higher educational system consisting of large, multidisciplinary universities and colleges.



7.10 FURTHER READING

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7.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The main aim of education was to build character of the students and bring spiritual development.

Ans to Q No 2: Sadler Commission was constituted to reform university education in the year 1917.

Ans to Q No 3: The first National Education Policy was formulated in 1968.

Ans to Q No 4: The common educational structure followed in India is

10+2+3 which means 10 years of schooling, 2 years of higher secondary and three years of under-graduate course.

Ans to Q No 5: Two schemes are Mid- Day Meal Scheme and Kasturba Gandhi Balika Vidyaloya.

Ans to Q No 6: The highest authority at the Central level controlling the education system of India is the Ministry of Education.

Ans to Q No 7: True

Ans to Q No 8: The functions of NAB are to periodically conduct evaluation of Technical Institutions or Programs and to give recommendations regarding recognition or de-recognition of the institution or program.

Ans to Q No 9: Two objectives of primary education are— To bring about a harmonious development of the child's personality and to prepare the children for good citizenship.

Ans to Q No 10: At the higher secondary stage, the students have to choose a stream—Arts, Science or Commerce.



7.12 POSSIBLE QUESTIONS

A. Very Short Questions (Answer each question in about 50 words)

Q 1: Mention one difference between Vedic and Buddhist education system.

Q 2: State one objective of secondary education in India.

Q 3: Which body assesses the university education system?

B. Short Questions (Answer each question in about 150 words)

Q 1: Write a short note on the education system of India before British rule.

Q 2: Give a brief account of the curriculum of secondary education in India.

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

Q 1: Describe the educational administration system of India.

Q 2: Give a detail account of the features of Indian education system.

Q 3: Discuss the changes suggested by NEP 2020 in higher education and analyze the differences with the previous policy.

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UNIT 8 : EDUCATION IN INDIA-II

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Historical Background

- 8.3.1 Teacher Education during Ancient Period
- 8.3.2 Teacher Education during Buddhist Period
- 8.3.3 Teacher Education during Muslim Period
- 8.3.4 Teacher Education during British Period
- 8.3.5 Teacher Education during Post-independence Period

8.4 Features of Teacher Education

8.5 Teacher Education for Different Levels

- 8.5.1 Pre-primary stage
- 8.5.2 Elementary stage
- 8.5.3 Secondary stage
- 8.5.4 Higher stage

8.6 Administration of Teacher Education

- 8.6.1 Regulation of Teacher Education
- 8.6.2 Teacher Education Institutions

8.7 Let Us Sum Up

8.8 Further Readings

8.9 Answer To Check Your Progress

8.10 Possible Questions

8.1 LEARNING OBJECTIVES

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

- describe the historical developments that took place in teacher education in India
- discuss the features of teacher education in India
- identify the teacher education programmes for different stages of education

- discuss the role of NCTE and UGC in regulation of teacher education in India
- indicate the different types of teacher education institutions in India.

8.2 INTRODUCTION

The Indian social system has revered the teacher community since ancient times. It is also well understood that teachers are one of the most significant aspect of education as their quality directs the quality of education of a nation. Therefore, it is important to understand the teacher education system of any nation. In this unit, you will learn about the historical development of teacher education in India, its features and the administration system. We will also discuss the specific teacher education programmes for each stage of education. Let us start with its historical background.

8.3 HISTORICAL BACKGROUND

It will be more systematic and convenient for you to understand the historical developments if we divide it into some periods. So, we will study the historical development in ancient period, Buddhist period, Muslim period, British period and post-independence period.

8.3.1 Teacher Education During Ancient Period

If we trace the history of teacher education back to the ancient period, we have to look how teacher education looked during the Vedic period. During the Vedic period, the Brahmins constituted the intellectual group who served as teachers. The teacher was an embodiment of good qualities, a reservoir of knowledge and a path bearer of spirituality. The selection and preparation of teacher was a rigorous process. According to *Rigveda*, a teacher was selected and then educated or trained effectively. Before becoming a teacher, one must have passed through the recognized curriculum and have fulfilled all the duties of *Brahmachari*. The methods used by the teachers were emulated and adopted by the disciples and handed

over from one generation to another. The transmission of methods through initiation and repetition was prevalent. So, teaching profession also continued from one generation to another. In this regard, Singh (1970) stated, "one thing is however evident that there were certain Brahmin families where teaching was a hereditary profession...There is no evidence to hold the view that teacher training existed in formal sense, known to us. But surely the Brahmins knew about their future callings and learnt their subjects keeping the future in mind." This quote suggests that there was no formal training system or institute for teacher training during Vedic period. Rather, it was a profession, nuances of which were transferred from one generation to another.

However, we find some evidences of teacher education in indirect sense in the learned assemblies or *Brahmana-Sanghas* where Brahmins assembled to discuss, share and further develop the truths they had realized in their hearts or reached by their minds. In the later Vedic period, several institutions known as *Sakhas, Charans, Parisads, Kulas, Gotras*, etc developed. These were kind of assemblies, literary or religious guilds, serving as schools of Vedic learning in which knowledge was conserved, commented upon and communicated by and to the successive generations of teachers and pupils gathering around the distinct tradition. Thus, in later Vedic period, teachers were better equipped to enhance and develop their education. Another source of teacher education during this age was the learned gatherings at the time of sacrifices. Those who took part in such meetings included teachers also who received learning and incorporated them in their syllabi while teaching their students.

8.3.2 Teacher Education During Buddhist Period

During the Buddhist period, teaching profession was not confined to the Brahmin class. Any enlightened person from any class of the society was able to become teacher after rigorous training. The teachers were trained for the purpose of propagating

Buddhism. To get the status of teacher, one was kept under the supervision of the two teachers for at least ten years from whom he learned the elements of morality, proper conduct and training in 'Dharma'. After this, a student was considered ready to become a teacher and receive pupils as an *Acharya*. However, not all students were allowed to become *Acharya*, but assigned different classes according to their progress in studies. Thus, we can see the Buddhist period consisted of more formal, strict and direct ways of teacher education than the Vedic period.

8.3.3 Teacher Education During Muslim Period

During this period, there was no formal system of teacher education. Teaching posts were filled up on considerations other than academic qualifications. The teachers teaching in the *Maktabs* were mostly *Moulavies*. But in the *Madrasas*, scholarly persons were employed. The method of teacher preparation was mostly imitation of what the old teachers practiced. The experienced teachers identified able students and appointed them tutors to look after and teach the junior students in their absence. This was, in a way, monitorial system. Thus they helped their teachers in their work and in return, received practical training in the art of teaching. However, there was a strong reverence for the teachers during this period also among the masses as well as the emperors and Sultans. Various lecture programmes like symposiums and philosophical discourses by learned men were organized. Moreover, rich libraries were established. So the teachers during this period had several means to gather the wealth of knowledge, though teacher education system was not formalized.

8.3.4 Teacher Education During British period

You know that the British brought some radical changes in the education system of India. The British had already had a

formalized system of education by then. So, some British and some Indian people thought it right to introduce secular, objective, scientific and formal system of education like that of the British. So we can find various attempts to institutionalize teacher education during the British rule in India.

- **The Beginning:** The Danish Missionaries first started the institution for training of teachers in India. In 1802, the first Normal Training School was established at Serampore in West Bengal. Around same time, Dr. Andrew Bell started the Monitorial System in Madras on experimental basis. In 1825, the Calcutta School Society was given a grant of Rs.500 per month from the Board of Directors for the training of teachers of native schools. Gradually, the need to institutionalize the teacher training system was realized.
- **Wood's Despatch 1854:** Wood's Despatch clearly indicated towards the deficiency in the facility for teacher training. This resulted in establishment of Normal School for training of primary and secondary school teachers in Madras Presidency in 1856 and later on in other presidencies.
- **Stanley's Despatch, 1859:** Giving more attention to training of teachers, the Stanley's Despatch suggested that salary grant would be given to only those institutions which had trained teachers. This helped in increasing the number of Normal schools within a short span of time. In 1881, Lahore Training Schools was established for training the secondary school teachers.
- **Hunter Commission, 1882:** The recommendations of Hunter Commission focussed on training of secondary school teachers. As a result, by the end of the 19th century, six teacher's training colleges were established.
- **Govt. of India Resolution, 1904:** The Resolution had recommended for including both theory and practice in the course, duration of training to be one year for graduates and

two years for undergraduates, practice schools attached to each training college, maintaining connection between training college and school.

- **Sadler Commission, 1917:** It recommended for introducing masters course in education, making education a subject of study at the intermediate and B.A. levels, improving physical facilities of training colleges and attaching high school to training colleges.
- **Hartog Committee, 1929:** The Hartog Committee suggested for raising the standard of general education of primary school teachers, emphasizing in-service training of teachers and ensuring adequate staff in training institutions.
- **Sargent's Report, 1944:** It emphasized on specialized teacher training for different categories of teachers, in-service teacher training and improved salary and facilities for teachers.

  Thus we can see that under the British rule, teacher training in India had started to receive importance and was gradually institutionalized.

8.3.5 Teacher Education in the Post-independence period

After independence, the first attempt at development of education was constitution of Radhakrishnan Commission (1948). Let us briefly look into how teacher education in India developed after independence.

- **Radhakrishnan Commission (1948-49):** It recommended for giving more importance to school practice, recruiting teachers of training colleges from people having experience in teaching and making the course adaptable to local circumstances.
- **Mudaliar Commission (1952-53):** It gave a lot of attention to teacher training. It emphasized on having two types of teacher training institutions—one for Matriculation or Higher Secondary passed and another for graduates, giving more importance to

practice teaching, training in co-curricular activities, establishing residential training colleges, providing part-time training colleges, conduct of research in training colleges and affiliation and recognition of training colleges by the universities.

- **Establishment of Regional Colleges of Education:** During 1963-65, four Regional Colleges of Education (later renamed as Regional Institutes of Education) were established under NCERT. Later one more Regional Institute of Education was established.
- **Kothari Commission, 1964-66:** It recommended for removing isolation of teacher education from university life and schools, improving the quality of training institutions both at secondary and primary levels, bringing qualitative improvements in teacher education, professional preparation of teachers in higher education, expansion of training facilities on a priority basis to cope with expansion of enrolment at school stage, giving responsibility of maintaining the standard of teacher education at both national and state levels, large-scale in-service teacher education and improving working conditions of teacher along with their welfare measures.
- **Indian Association of Teacher Education, 1965:** It emphasized on attaching a practice school to each training college, introducing correspondence courses and Summer Institutes.
- **National Policy on Education, 1968:** The first national policy on education in India had some provisions on teacher education. It emphasized on improving service conditions of teachers, in-service teacher education and academic freedom of teachers.
- **NCTE, 1973:** One of the milestones of development in teacher education in India is the establishment of National Council for Teacher Education in the year 1973. It was made a statutory body in the year 1995. The NCTE suggested that objectives of teacher education should be stage-specific, curriculum

should be made task-oriented and less theoretical, and the administration, methodology and evaluation should be improved. You will come to know about the role played by NCTE in teacher education in India in the later sections of this Unit.

- **National Commission on Teachers, 1983:** It recommended for enhancing the duration of training period, making change in selection procedure of teachers and improving pedagogy of teacher education.
- **National Policy on Education, 1986:** This policy made some really important recommendations regarding teacher education. It emphasized on inseparability of pre-service and in-service components of teacher education, establishment of DIETs and phasing out sub-standard institutions of teacher education.
- **Acharya Ram Murti Committee, 1990:** It stated that the first degree course on teacher education should not be given through correspondence mode and four-year integrated courses should be encouraged.
- **NCTE Curriculum Framework, 1998:** After becoming a statutory body, NCTE developed a Curriculum Framework for quality teacher education. It consisted of increased duration, updating contents, emphasis on professionalism, commitment, competencies and performance skills, community linkage and other such.
- **National Education Policy, 2020:** The National Education Policy 2020 suggested for some radial changes in the teacher education system. It has emphasized on multidisciplinary inputs in teacher education and integrated teacher education programme. It states that the 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. However, the 2-year B.Ed. will continue

for those students with Bachelor's degree in a specialized subject and 1-year B.Ed. for those with 4-year undergraduate degree in a specialized subject. It also indicated that all fresh Ph.D. entrants will be required to take credit-based courses in teaching/education/pedagogy/writing. For the in-service teacher education, use of online platforms like SWAYAM, DIKSHA, etc. is encouraged.



CHECK YOUR PROGRESS

Q 1: What was the system of teacher education during Buddhist period?

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Q 2: What kind of development took place after the recommendations of Wood's Despatch?

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Q 3: Mention any two radical changes suggested by National Education Policy 2020.

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8.4 FEATURES OF TEACHER EDUCATION

At present, if we observe, we will find that teacher education in India has come a long way from its informal form to the institutionalized form. It will be convenient for you if we discuss the salient features of teacher education in India in the following points—

- **Stage-specific:** Teacher education in India is stage specific. Different programmes of teacher education are designed for each stage of education. Stage-specific teacher education means different programmes of teacher education are designed for each stage of education—pre-primary, elementary, secondary and higher education.

The objectives, curriculum, methodology, institutions, duration of programmes of teacher education are all different for each stage of education.

- **Both Pre-service and In-service:** In India, both pre-service and in-service teacher education is prevalent. Teacher education is considered a continuous process and the pre-service and in-service components are complementary to each other.
- **Competency and Skill based:** The teacher education in India emphasizes on developing both competency and skills of the teacher trainees. So, the curriculum of teacher education includes contents related to teaching competency as well as the skills required in the teaching profession.
- **Regulated:** In India, NCTE is the apex regulatory body of teacher education. It formulates the regulations for norms and standard of teacher education of different stages of education. For teacher education of higher stage, UGC is the regulatory body.
- **Both theory and practice:** The curriculum of teacher education has always strove for offering a good mixture of theoretical and practical components. So, for various teacher education programme, we find both theoretical contents as well as practical experiences like internship, community work, yoga, etc.
- **Local community-based:** The teacher education curriculum also aims at training the teachers to engage with the community. So, various activities are incorporated in the curriculum which is relevant to the local community.

  The National Education Policy 2020 has focused on making teacher education multi-disciplinary, integrated, based on Indian values, languages, knowledge, ethos, and traditions and also being well-versed in the latest advances in education and pedagogy.

8.5 TEACHER EDUCATION FOR DIFFERENT LEVELS

As you have seen in the previous section, teacher education in India

is stage-specific, it is difficult to describe it as a whole. You have also learnt about the broad categorization of stages of education in India in the previous Unit. They are pre-primary, elementary, secondary and higher stages of education. Let us now understand how teacher education is provided for different levels of education.

8.5.1 Pre-primary stage

The pre-primary stage is not a formal stage of education till now in India. The objective of pre-primary education is the promotion of the all round development of the child in the age group 3-6 years. Accordingly, pre-primary teacher education aims at developing certain specific abilities, skills and attitude among prospective teachers to deal with children of early childhood stage. The programme for their training is generally of one year duration. The minimum educational qualification required is Secondary Examination (Class X) or its equivalent. But Diploma in Pre-School Education programme is of two academic years (NCTE regulation, 2014). The minimum qualification required is 50% marks in higher secondary. The training for the teachers of pre-primary stages is conducted through Montessori Teacher Training Schools, some NGOs and the Social Welfare Department of government. The curriculum is generally work-oriented and divided into two parts—first part consisting of organization of community life, social training, child study, history of child education and basic principles and the second part consisting of objectives and contents of pre-primary education, school health and nutrition, nature study and language.

8.5.2 Elementary stage

The elementary school teachers are required to undertake the D.El.Ed. Programme. The duration of D.El.Ed. Programme is two years. The minimum educational qualification required is 50% marks in Higher Secondary Examination or its equivalent. Apart from the foundational subjects, the curriculum includes provision for

teaching of method subjects related to primary and upper primary curriculum. The curriculum consists of theory, practical work and practice teaching. The District Institutes of Education and Training (DIETs), Normal Schools, Basic Training Centres and some B.Ed. Colleges offers D.El.Ed. Programme.

8.5.3 Secondary stage

The teachers of secondary stage are required to get the degree of Bachelor of Education (B.Ed.). The B.Ed. programme is of two years consisting of four semesters. The minimum qualification for B.Ed. programme is graduation. The curriculum is divided into three components— theoretical subjects, pedagogical practices and practical work. However, there are also some integrated programmes like B.A.-B.Ed, B.Sc.-B.Ed., etc. for the secondary level teachers. Integrated programmes of teacher education consist of integration of an academic programme (like B.A., B.Sc) and a teacher education programme (like B.Ed.). The integrated programmes are of four years consisting of eight semesters. The minimum qualification for integrated B.Ed. programmes is higher secondary. Teacher education for secondary level teachers is provided in the B.Ed. Colleges which are affiliated under universities, University Departments of Education, IASE, RIEs, CTEs and DIETs.

8.5.4 Higher stage

The teacher education of higher stage, i.e. colleges and universities are conducted by the UGC-Human Resource Development Centres (UGC-HRDC), earlier known as Academic Staff College and Teaching Learning Centres (TLCs). The UGC-HRDCs and the TLCs organizes the orientation and refresher courses. Orientation programmes are of four weeks for the newly appointed Assistant Professors of universities and colleges. Refresher courses are a platform for exchanging and sharing experiences with the peers and reciprocally learning from each other

as well as updating themselves both in content and pedagogical developments. The duration of refresher course is three weeks. Apart from these, short term courses, faculty induction programme, faculty development programmes, workshops, etc. are also organized for the teachers of higher education. The programmes are offered both in online and offline mode.

Apart from these, there are other programmes of teacher education. One-year M.Ed. programme is available for those who are willing to serve as faculty members in the training schools and colleges or willing to serve in various administrative posts in SCERT, NIE and NCERT. The minimum educational qualification required for it is post-graduation in any discipline and B.Ed. Specific teacher education programmes are also organized for technical subjects like One-year Diploma in Physical Education, Bachelor in Physical Education, Masters of Physical Education, Certificate Course in Arts and Crafts, One-year Training Course in Home Science, etc.



CHECK YOUR PROGRESS

Q 4: What do you mean by stage-specific teacher education?

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Q 5: What is the minimum educational qualification for pre-primary teacher training?

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Q 6: What is an integrated programme of teacher education?

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.....

8.6 ADMINISTRATION OF TEACHER EDUCATION

The teacher education system of India is fully regulated by the State. The National Council for Teacher Education (NCTE) is a statutory body

under the Govt. of India, which regulates teacher education. There are both government and private institutions providing teacher education. But all the programmes of teacher education under these institutions are to be recognized by NCTE. Let us know about the regulatory body and the institutions of teacher education in detail.

8.6.1 Regulatory Body

The apex regulatory body of teacher education is the National Council for Teacher Education (NCTE). National Council for Teacher Education (NCTE), in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action, envisaged a National Council for Teacher Education (NCTE) with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August,1995. It co-ordinates and monitors teacher education and its development in the country; lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions; lay down norms for any specified category of courses or trainings in teacher education; examine and review periodically the implementation of the norms, guidelines and standards; and evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions. It works through its four regional committees—eastern, western, northern and

southern committees.

The teacher education for higher stage is regulated by UGC. The UGC formed teacher-education committees consisting of seven members for two years duration to upgrade the standard of education. It provides awareness of new innovations and research in teacher-education. UGC provides travel grants to the university lecturers for attending international conferences and seminars and national fellowship and teacher fellowship for encouraging research and teaching work.

The NEP 2020 has frankly mentioned the need for more stringent regulation of teacher education institutions. As such, it says that the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches.

8.6.2 Teacher Education Institutions

You may be very familiar to B.Ed. Colleges and DIETs as teacher education institutions. But teacher education is not limited to these institutions only. Apart from this, other organizations offering teacher education programmes are Regional Institutes of Education (under National Council for Educational Research and Training), State Council for Educational Research and Training (SCERT), Institute of Advanced Studies in Education, University Department of Education, Montessori Teachers Training Schools, Indian Institute of Skill Development Training, College of Teacher Education and Basic Training Colleges. The National Institute of Educational Planning and Administration (NIEPA) provide training in the field of educational planning and administration.

As said earlier, all these institutions offer teacher education programmes only after getting approval from NCTE. The standards and norms for recruitment of the administrative staff and the teaching staff are all regulated by NCTE. However, these institutions have

their own administrative set up. The RIEs are headed by Principal, University Department of Education works under the Head of the Department as well as the administrative set up of the University, Indian Institute of Skill Development Training by Centre Director, Montessori Teachers Training Schools, Institute of Advanced Studies in Education, District Institute of Educational Training (DIETs), B.Ed. Colleges, CTEs and Basic Training Colleges are headed by Principal. The teacher education is financed by the State. However, many self-financed private teacher education institutions also exist. The teacher education of pre-primary stage is mostly financed by the private organizations, except the training programmes organized by the Department of Social Welfare and National Institute of Public Cooperation and child Development (NIPCCD). The teacher education of elementary and secondary stages is funded by the State, but the private institutions are self-financed. Teacher education for higher stage is funded by the State by various bodies like UGC and also by Teaching Learning Centres under the scheme Pandit Madan Mohan Malaviya Mission on Teachers and Teaching (PMMMNMTT).



8.7 LET US SUM UP

- During Vedic period, there was no formal training system or institute for teacher training. However, we find some evidences of teacher education in indirect sense in the learned assemblies or *Brahmana-Sanghas*. In the later Vedic period, several institutions known as *Sakhas, Charans, Parisads, Kulas, Gotras*, etc developed.
- During Buddhist period, one was kept under the supervision of the two teachers for at least ten years from whom he learned the elements of morality, proper conduct and training in 'Dharma' to get the status of teacher,. After this, a student was considered ready to become a

teacher and receive pupils as an *Acharya*.

- During Muslim period, the method of teacher preparation was mostly imitation of what the old teachers practiced. The experienced teachers identified able students and appointed them tutors to look after and teach the junior students in their absence.
- The Danish Missionaries first started the institution for training of teachers in India. In 1802, the first Normal Training School was established at Serampore in West Bengal.
- The Sadler Commission (1917) recommended for introducing masters course in education, making education a subject of study at the intermediate and B.A. levels.
- The Mudaliar Commission (1952-53) gave a lot of attention to teacher training. It emphasized on having two types of teacher training institutions—one for Matriculation or Higher Secondary passed and another for graduates.
- During 1963-65, four Regional Colleges of Education (later renamed as Regional Institutes of Education) were established under NCERT. Later one more Regional Institute of Education was established.
- One of the milestones of development in teacher education in India is the establishment of National Council for Teacher Education in the year 1973, made a statutory body in 1995.
- The National Education Policy 2020 suggested for multidisciplinary inputs in teacher education and integrated teacher education programme.
- The features of teacher education in India are—it is stage-specific, regulated, includes both pre-service and in-service, curriculum is competency and skill based as well as local community based and includes both theoretical and practical components.
- The programme for the training of pre-primary stage is generally of one year duration. But Diploma in Pre-School Education programme is of two academic years.
- The elementary school teachers are required to undertake the D.El.Ed.

programme. The duration of D.El.Ed. programme is two years.

- The teachers of secondary stage are required to get the degree of Bachelor of Education (B.Ed.). The B.Ed. programme is of two years consisting of four semesters. However, there are also some integrated programmes like B.A.-B.Ed, B.Sc.-B.Ed., etc. for the secondary level teachers. The integrated programmes are of four years consisting of eight semesters.
- The teacher education of higher stage, i.e. colleges and universities are conducted by the UGC-Human Resource Development Centres (UGC-HRDC) and Teaching Learning Centres (TLCs).
- The apex regulatory body of teacher education is the National Council for Teacher Education (NCTE) at school stage and UGC at higher education stage.
- There are different types of teacher education institutions like B.Ed. Colleges, DIETs, RIEs, SCERT, IASEs, University Department of Education, Montessori Teachers Training Schools, Indian Institute of Skill Development Training, College of Teacher Education and Basic Training Colleges and NIEPA.



8.8 FURTHER READING

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8.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: To get the status of teacher, one was kept under the supervision of the two teachers for at least ten years from whom he learned the elements of morality, proper conduct and training in 'Dharma'. After this, a student was considered ready to become a teacher and receive pupils as an *Acharya*.

Ans to Q No 2: After the recommendations of Wood's Despatch, Normal School for training of primary and secondary school teachers was established in Madras Presidency in 1856 and later on in other presidencies.

Ans to Q No 3: Two radical changes in teacher education as suggested by NEP 2020 are—multidisciplinary inputs in teacher education and that all fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period.

Ans to Q No 4: Stage-specific teacher education means different programmes of teacher education are designed for each stage of education—pre-primary, elementary, secondary and higher education. The objectives, curriculum, methodology, institutions, duration of programmes of teacher education are all different for each stage of education.

Ans to Q No 5: The minimum educational qualification required is Secondary Examination (Class X) or its equivalent.

Ans to Q No 6: An integrated programme of teacher education consists of integration of an academic programme (like B.A., B.Sc.) and a teacher education programme (like B.Ed.). Examples of integrated teacher education programme are B.A.-B.Sc. and B.Sc.-B.Ed.



8.10 POSSIBLE QUESTIONS

A. Very Short Questions (Answer each question in about 50 words)

Q 1: Mention the name of some assemblies of learned men during the Vedic period which served as platforms for enhancing knowledge of the teachers.

Q 2: What is monitorial system?

Q 3: Where was the first Normal school established in India and when?

Q 4: How many Regional Institutes of Education are there under NCERT?

B. Short Questions (Answer each question in about 150 words)

Q 1: Write a short note on: Teacher education for secondary stage.

Q 2: Write briefly on the role of NCTE in teacher education system.

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

Q 1: Discuss the features of teacher education system in India.

Q 2: Write in detail about the regulatory system of teacher education in India.

Q 3: Describe the changes that are evident in teacher education in India from post-independence till now.

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UNIT 9 : EDUCATION IN THE UK

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Powers and Duties of Education Minister

9.4 Her Majesty's Inspector of Schools

- 9.4.1 The Functions of Her Majesty's Inspector of Schools

9.5 Local Education Authorities

- 9.5.1 The Organization of Local Education Authorities
- 9.5.2 The Method of Work of Local Education Authority
- 9.5.3 Ministry of Education and Local Education Authority
- 9.5.4 Country Education Authority and its Divisional Executives
- 9.5.5 Local Education Authority, Board of Manager and Board of Governors

9.6 Types of Schools

9.7 Primary Education in UK

9.8 Secondary Education in UK

9.9 Higher Education in UK

- 9.9.1 Degree Awarding Powers

9.10 Teacher Education in UK

- 9.10.1 Teachers' Training
- 9.10.2 Teacher for Further Education
- 9.10.3 Selection of Trainees

9.11 Let Us Sum Up

9.12 Further Reading

9.13 Answers To Check Your Progress

9.14 Possible Questions

9.1 LEARNING OBJECTIVES

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

- know the structure of British education system;
- describe the powers and duties of the Education Minister of UK;
- develop the understanding about the role of Her Majesty's Inspector of School;
- describe their primary, secondary and higher education system;
- explain the teacher education in UK.

9.2 INTRODUCTION

The well-organized system of educational control and administration has been of great help in the development of education in Great Britain during the present century. In Great Britain the various committees in educational areas, centres of education and citizens at large consider themselves as equal partners in the development of education in the country. Their attempt has always been to develop the capacity of various types of educational agencies, devices and equipments. The role of various units that are responsible for control and administration of education in Great Britain is of great importance. In this unit, you will able to know the administrative part of the UK education system as well as the stages of education from primary to higher.

9.3 POWERS AND DUTIES OF THE EDUCATION MINISTER

The Education Minister in Great Britain is responsible to the British Parliament which makes Acts and rules for regulating the educational affairs in the country. The Education Minister presents before the Parliament data about the achievements and failures in education each year. On this occasion the House of Commons has a full debate on the issue. In addition, any member of the Parliament may discuss any educational issue in the House. The Education Minister proposes to the Parliament to pass certain rules

and regulations for the smooth running of educational system in the country. The Parliament has 40 days to debate on the proposals. The members of the Parliament may question the Education Minister on the proposals and may demand the withdrawal of any proposal presented by him. Thus, the Education Minister has to honor the wishes of the Parliament. In fact, it is the Parliament which controls the educational organizations of the country. But the Parliament has no right to pass any rule to bring about changes in the curriculum, text books, and methods of teaching and related matters. This responsibility lies with the Local Educational Authorities, principals and teachers.

The Act of 1944 has defined the educational powers of the Education Minister. Below we outline the Education Minister's duties which he performs according to the accepted democratic traditions as laid down in the Education Act of 1944.

The Education Minister should formulate a national educational policy for England and Wales. All the educational institutions and Local Educational Authorities that come under him have to work-out this policy. The Education Minister has to see that the same is implemented. In The performance of his duties, the Education Minister is influenced by his political party. He seeks advice from the Prime Minister and other Minister-colleagues about his educational policies. Although, the Education Minister is the final formulator of the educational policies, but he has to seek advice from the Chancellor of the Exchequer who is the Chief of the Finance Department. The Education Minister consults other officers of his department, Local Educational Authorities and representatives of teachers. Thus, ultimately he places his proposals before the Parliament. The Education Minister is the head of the Education Ministry and for the implementation of the proposals passed by the Parliament, he is responsible to the government.

In the country the Education Minister represents the Parliament. His powers are limited to secondary education alone. He cannot interfere in university affairs. The universities in England and in Wales are independent in their affairs and do not look to the Education Minister for financial grants. They derive direct grants from the Chancellor of Exchequer. Besides the

universities, Juvenile Delinquents Schools, Elder Delinquents are also beyond his control. The Armed Forces and Auxiliary Services Schools are directly controlled by admiralty, war-office and air-force.

The Education Minister does not interfere in day-to-day working of the schools. He has no concern with the appointments and resignations of teachers. He has nothing to do with selection of text-books and material aids meant for schools.

The government has accepted the above recommendations and the Education Minister acts accordingly. The Education Minister is responsible for formulation of the following nine rules:-

1. Rules for determining educational standards within the school limits.
2. Rules for primary and secondary institutions.
3. Rules for Further Education.
4. Rules for Local Educational Authorities.
5. Rules for facilities for milk and lunch in schools.
6. Rules for education of the handicapped children.
7. Rules for scholarships and other benefits.
8. Rules for teachers' training.

9.4 HER MAJESTY'S INSPECTOR OF SCHOOLS

Her Majesty's Inspectors of Schools occupy a very important place in the whole educational set-up of the country, particularly up to the secondary stage. They are appointed by the Crown and not by the Education Minister. The Senior Chief Inspector of Schools and a Member of Civil Service Commission send to the Crown a list of names for appointment as Inspectors of Schools. The Crown arranges for the training of the Inspectors. Each Senior Chief Inspector of Schools has six Inspectors of Schools under whom the following six departments are placed:-

1. Primary and Special Education Department,
2. Secondary Education Department,
3. Vocational Further Education Department,
4. Non-vocational Further Education Department,
5. Teachers' Training Department, and

6. Education Development Department.

The facilitate the inspection work, England is divided into ten divisions. The Divisional Inspector of Schools is the Officer of his division. Each division has been sub-divided into districts. Her Majesty's Inspector of Schools is the inspection officer of his district. The Regional Inspectors of Schools are transferred from time to time and one place to another.

For Wales there is a separate Inspectorate. The Chief Inspector is its officer in charge.

9.4.1 The Functions of her Majesty's Inspectors of Schools

Her Majesty's Inspectors of Schools perform the following three types of functions:-

1. To inspect educational institutions and to evaluate their achievements.
2. To represent the Education Ministry from the administrative point of view.
3. To give theoretical and practical advice on behalf of the Education Ministry.

The function of the Inspectors of Schools is limited to inspection only. The Inspector cannot give any order to the teachers, but he may praise or criticize their work and advise them at times. He inspects an educational institution from all points of view before giving his report to the Board of Inspectors.

The school-in-charge decides whether the report is just or partial. The inspection report is treated as confidential. Before preparing it the Inspector obtains information from the headmaster and other staff. Therefore, generally his report is just and reliable. The copy of this report is kept in the school. Teachers may be criticized in it and they may get permission to study the same. A teacher after studying this report may give his explanation. The Inspector alone may choose to make any change in his inspection report. The Inspectors of Schools, besides inspection, perform some

other constructive functions as well. These are as follows:-

1. Every year to formulate refresher course and short term course for teachers.
2. To collect bulletins published by the Education Minister for the guidance of teachers.
3. To function as Liaison Officers between the Education Ministry and educational institutions and to participate in meetings and committees held on educational matters.



CHECK YOUR PROGRESS

Q 1: Who formulate a national education policy for England and Wales?

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Q 2: Mention three Major functions performed by Her Majesty's Inspector of Schools.

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9.5 LOCAL EDUCATION AUTHORITIES

For England and Wales, besides the Education Minister, Ministry .of Education and Inspectors, there are about 146 Local Education Authorities to look after the educational affairs in their respective areas.

There are about 129 Local Education Authorities for England and about 17 for Wales. Under these 146 Local Educational Authorities there are 62 Administrative Committees, 83 Country Boroughs and a Joint Board of Representatives. Evidently these 62 Administrative Committees, 83 County Boroughs and a Joint Board of Representatives make 146 Local Education Authorities. These Administrative Committees are of different sizes depending upon the population and financial resources of the areas concerned. For example, the area of London Council is about 303 square kilometers and that of Lancashire country council is about 5,200 square kilometers. From the latest data it is understood that educational expenditure

and population of London Council is much higher than those of Lancashire Country Council.

9.5.1 The Organization of Local Education Authorities

(Councils of Counties and County Boroughs)

The citizens and rent-payers of these respective areas elect these bodies. Their representatives consider all matters that fall within their local autonomies. However, it is not necessary that these representatives understand their problems of education. Keeping this fact in view, a Chief Education Committee is organized; and, if necessary, this committee is further sub-divided into sub-committees for considering matters pertaining to primary, secondary and higher education separately. The members of these committees and sub-committees generally have some experience of educational affairs and understand the related problems. In certain matters these sub-committees take decisions on education matters and the same are honoured by the Chief Educational Committee. But, in certain contexts, these sub-committees function only as advisory bodies. The approval of the Education Minister is necessary on the decisions taken by these Local Educational Authorities. The elections in Councils of Counties and County Boroughs are organized on political basis. Hence, they have a direct bearing on the national educational policy. It should be kept in mind that irrespective of control exercised by a particular political party within the area of a certain Education Authority it is extremely difficult to effect a basic change in the educational policy already implemented.

Evidently, the Local Education Authority, anywhere in the country, has to function in the strict adherence to the general educational policy laid down by the Parliament. The Local Education Authority organizes an education office which is manned by persons belonging to the area autonomy. The Director of Education is the Chief Education Officer. Besides, there are other administrative and executive officers to perform certain duties with the help of clerks.

This education office has departments for Primary, Secondary and Further Education. The Education Minister has a hand in the appointment of the Chief Education Officer, i.e. the Director of Education. The Education Minister examines the particulars of all those candidates who are aspirants for the post of Director of Education. The Education Minister has a power to reject the candidature of any person who may be considered as unfit. It is a constitutional necessity that there will be a Director of Education, a Chief School Medical Officer and a Chief School Dental Officer appointed by the Local Education Authority.

9.5.2 The Method of Work of Local Education Authority

For deciding any matter the Local Education Authority places it before the Education Committee which in turn sends it to a sub-committee for remarks. This sub-committee studies it carefully and sends it back to Education Committee with its recommendations. The Education Committee may accept, modify or reject the same. The decision of the Education Committee is treated as a decision of the Local Education Authority. The decisions on financial matters have to be approved by the County Council or Council Boroughs. Some Local Education Authorities may appoint architects for construction of some buildings. They may also appoint some local inspectors. The number of workers in the various Local Education Authorities is not identical.

9.5.3 The Ministry of Education and the Local Education Authorities

The purpose of the Ministry of Education and the Local Education Authorities is related with national educational policies. The relationship between these two authorities is generally very intimate and cordial. In the Education Ministry there are some officers who are called territorial principals who generally look after the

workings of some Local Education Authorities. A territorial principal may be in-charge of one or more Local Education Authorities. Each Local Education Authority continues to supply educational information to its territorial principal who scrutinizes them in order to see if the national education policy formulated by the Education Ministry are not contravened. If the Local Education Authority violates any rule, it is advised to correct its mistake. In case of some differences between the territorial principal and the local Education Authority, the matter is referred to the Education Minister. But this happens very rarely. The territorial principal is the real liaison officer between the Education Ministry and the Local Education Authority.

For maintaining a close relationship, at times the members of the various departments of the Education Ministry organize meetings and conferences amongst themselves and the local education authorities.

9.5.4 County Education Authority and its Divisional Executives

Before the Education Act of 1944 there were about 169 Municipal Boroughs in England and Wales. These Boroughs and urban districts used to look after primary education in their own areas. These organizations were considered as Part Third Authorities. The Education Act of 1944 tried to remove these authorities. This feature of the Act was vehemently opposed by the people. Because of this opposition in the Education Act of 1944 the counties were divided into Divisional Executives which were entrusted with the responsibilities of looking after primary and secondary education on behalf of the Local Education Authorities.

The Education Minister has the power to prevent the Local Education Authority from making Divisional distributions. But at the same time, the urban District Council and the Municipal Boroughs have also been given the power not only to execute the plans of the Local Education Authority but also request it to originate new

divisional plans. However, two conditions are placed with such a request. These conditions are as follows:

1. The population of the county and Borough should not have been less than 60,000 in 1939 and the students in primary schools should not have been less than 7,000.
2. For the above request the permission should have been obtained before 1944.

Accordingly, 45 Municipal Boroughs and Urban District Councils applied for this concession. Consequently, 1962 Divisions were constituted.

9.5.5 Local Education Authority, Board of Managers and Board of Governors

According to the Education Act of 1944 for those primary and secondary schools which are wholly run on financial grants received from the Local Education Authority, Board of Managers and Board of Governors, have been organized. Such schools are termed as 'Maintained'. The Board of Managers should consist of at least 6 members. But the number of Board of Governors is not fixed. Generally, the Board of Governors has more members than the Board of Managers. The Local Education Authority appoints members of Boards of those primary schools which are under some Minor Authority. But the Local Education Authority can select only one third members of the Boards of these schools. For those primary and secondary schools which are governed by voluntary organizations, two third members of their Boards of Managers and Boards of Governors are appointed by the Local Education Authority, whereas, one third of the members are appointed by the voluntary organization concerned. According to the Education Act of 1944 from the practical point of view, a Board of Managers or a Board of Governors may have more than one school under them. It is also seen that those sub-committees of Local Education Authorities which are related with primary and secondary schools, also function as Boards of

Managers and Boards of Governors. But this is done in a very unusual situation.

The Board of Managers and Board of Governors function under strict limitations placed on them. Such powers as appointment of teachers and acceptance of their resignations are under the Local Education Authority. However, the Local Education Authority may choose to invite the members of the Boards of Managers and Boards of Governors at the time of the appointment of teachers. The voluntary, controlled and Special Agreement schools co-operate in the appointment of reserved teachers for religious education. But none of these can accept resignations of teachers. In Aided Schools the appointment of teachers is effected by the Local Education Authority, Board of Managers and Board of Governors according to the government rules.

The Board of Managers and the Board of Governors co-operate with each other in the development of education. These boards function as the connecting link between the schools and the Local Education Authority. Generally, the members of each board and their chairmen participate in the various school functions in order to encourage principals and teachers.

The head-masters and the teachers play a very important role in schools. They prescribe the daily school routines and perform their duties on strict moral principles. No Board and Local Education Authority can interfere in any manner in the curriculum and teaching methods.

Thus in principle, the Education Minister is wholly responsible for the education in the country. But he can never ignore the Co-operation of the Local Education Authorities, Boards, Organizations, head-masters and teachers.



CHECK YOUR PROGRESS

Q 3: What is the relationship between Ministry of Education and Local Educational Authorities?

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.....

Q 4: What is the role of Board of Managers and Board of Governors?

.....

.....

9.6 TYPES OF SCHOOLS

Since 1998, there have been six main types of maintained (state-funded) school in England

- **Academy schools**, established by the 1997-2010 Labour Government to replace poorly-performing community schools in areas of high social and economic deprivation. Their start-up costs are typically funded by private means, such as entrepreneurs or NGOs, with running costs met by central government and, like Foundation schools, are administratively free from direct local authority control. They are monitored directly by the Department for Education.
- **Community schools,** in which the local authority employs the schools' staff, owns the schools' lands and buildings, and has primary responsibility for admissions.
- **Free schools,** introduced by the Conservative-Liberal Democrat coalition, are newly established schools in England set up by parents, teachers, charities or businesses, where there is a perceived local need for more schools.
- **Foundation schools,** in which the governing body employs the staff and has primary responsibility for admissions. School land and buildings are owned by the governing body or by a charitable foundation. The foundation appoints a minority of governors. Many of these schools were formerly grant maintained schools. In 2005 the Labour

government proposed allowing all schools to become Foundation schools if they wished.

- **Voluntary Aided schools,** linked to a variety of organizations. They can be faith schools (about two thirds Church of England-affiliated; just under one third Roman Catholic Church, and a few another faith), or non-denominational schools, such as those linked to London Livery Companies.
- **Voluntary Controlled schools,** which are almost always faith schools, with the lands and buildings often owned by a charitable foundation. However, the local authority employs the schools' staff and has primary responsibility for admissions.

9.7 PRIMARY EDUCATION IN UK

Primary education in England aims at the following six requisites –

A. Building of character.
B. Physical development
C. Mental and Psychological development.
D. Awakening of readiness and desire for further studies.
E. Spiritual education or education for self-realization.

In primary school, school children remain in one class throughout the year, but may change classrooms for English and Mathematics. Each school can decide the name of classrooms: some choose world animals, significant individuals, world countries and continents, or simply their year range (Year 1, Year 2, Year 3, etc.).

English, mathematics, and science are normally taught in the mornings and art & design, history, geography, design & technology, ancient & modern languages, religion, citizenship, computing, music, physical education, etc. in the afternoons. Literacy, reading, mathematics, science, geographical and historical skills are often incorporated in cross-curriculum assessments and activities.

Topics & themes are covered around world affairs, healthy eating, nature, wildlife, the environment, mindfulness, etc. Every primary school has a library, assembly hall, computing facilities, and playground. Exercise

books, novels, pens and stationery are provided by the school.

National Curriculum assessments (known as standard attainment tests or Sats) in Reading; Grammar, Punctuation, Spelling; and Mathematics are taken place at the end of Key Stage 1 and Key Stage 2. In addition to the tests, teachers are required to provide teacher assessments in the core subject areas of Reading, Writing, Mathematics and Science.

9.8 SECONDARY EDUCATION IN UK

In secondary school, school children have their own tutor group, but are split up into different classes and have their own timetable (sometimes divided between week A and week B).

Tutoring lessons in the mornings and late afternoons are for citizenship studies and the rest of the day consists of subjects such as English literature, English language, mathematics, science (biology, chemistry, physics, astronomy, etc.), citizenship, history, geography, art and design, design and technology, drama and media arts, modern languages (French, German, Spanish, Italian, etc.), business and economics, religion, music, photography, engineering, computing, physical education, etc.

In the final two years of secondary education, school children pursue an optional programme of study from interests or career prospects; English language, English literature, mathematics, science, citizenship studies, religious studies, computing, and physical education remain core and foundation subjects. A range of entitlement and optional subjects from the sciences and mathematics, humanities and social sciences, business and enterprise, arts and design, design and technology, and ancient and modern languages are studied.

Noncompulsory subjects such as journalism, digital technology, home economics are offered and studied by some schools.

England allows children to specialize in their academic learning fields earlier on than other countries. This allows stronger educational engagement and more time for children to spend in their most respected subjects.

School children are provided with school planners; which hold learning

resources, school management, and timetables. Every secondary school has a library, assembly hall, playground, dining hall, computing facilities, and a sports hall or gymnasium. Some secondary schools have a theatre for performing arts. Exercise books, novels, pens and sometimes stationery are provided by the school, although, school children are expected to bring in a basic level of stationery equipment.

9.9 HIGHER EDUCATION IN UK

The UK's higher educational institutions are not owned or run by government. They are independent, autonomous legal entities, with Councils or Governing Bodies that have responsibility for determining the strategic direction of the institution, for monitoring its financial health and for ensuring that it is effectively managed. While the majority of HEIs receive some public funding as a percentage of their total income, the proportion varies considerably between institutions. Government funding for publicly-funded HEIs is managed via an arms-length arrangement, via independent Funding Councils for England, Scotland, and Wales, and via the Department for Employment and Learning in Northern Ireland. These funding councils provide both financial support and general guidance to institutions Of the 166 Higher Education Institutions in the UK, 9 are privately owned. These institutions receive no funding from government for teaching and research, but are eligible to access funding via the Student Loans Company in lieu of undergraduate tuition fees (see below). An additional 98 so-called 'alternate' providers currently access student loan funding for individually designated courses. The number of these alternate providers has grown rapidly in recent years. Academic and support staff are employed by individual institutions and not by the state. In publicly funded HEIs their pay is negotiated nationally through a joint body representing both management and trade unions, with the resulting agreements taking the form of recommendations to participating universities and colleges.

9.9.1 Degree awarding powers

In the UK the power to award degrees is regulated by law and the national authorities only recognise institutions which have been granted degree-awarding powers by a royal charter or by Act of Parliament. Currently, the Further and Higher Education Act 1992 and the Further and Higher Education (Scotland) Act 1992 empower the Privy Council to grant HEIs powers to award their own degrees. Additionally, since 2008 in England and 2010 in Wales, further education institutions have been able to apply to the Privy Council for powers to award their own 'Foundation Degrees' (typically vocationally focused and equivalent to two thirds of a full honours degree). Size of UK HEIs UK HEIs vary considerably in size. Nearly a fifth of HEIs have fewer than 3,500 students, while the largest (excluding the Open University) has more than 40,000. The Open University provides distance learning to more than 201,000 predominantly part-time students, across the UK and around the world.

9.10 TEACHER EDUCATION IN UK

About a century ago, teaching work was not regarded professional work like medicine and legal practice. At that time teaching was regarded as personal work for which no standard was prescribed. Hence, the teacher was not under any one's control.

With the development of education the importance of the teacher naturally increased. The Royal Society of Teachers of England has contributed a great deal for making the position of teachers stronger. This national voluntary organization is working for raising the status of teachers. This society has emphasized the training of teachers and has prescribed a minimum standard for teachers at the various stages of education.

Educational developments have necessitated the growth of science of teaching. The public wants that the children should be taught by able teachers. Various government commissions and committees on education

have prescribed qualifications and standard of teachers for each stage of education. To-day all the schools in the country insist on trained teachers.

9.10.1 Teachers' Training

Before the Education Act of 1994, teachers' training in Great Britain was controlled by voluntary organizations. At that time the Church or some religious organization controlled teachers' training. Now local Education Authorities are generally responsible for organizing training of teachers. It is the responsibility of the Education Ministry to prescribe the minimum standard of ability of teachers. A national Advisory Council of Education is appointed by the Education Minister for solving problems pertaining to teachers' training. The Education Ministry generally looks after the following.-

1. To prescribe qualifications for admission in teachers' training institutions and to determine their curriculum.
2. According to the needs of the various schools in the country to distribute teachers' training facilities.

It is a national responsibility to arrange for teachers' training in order to maintain a high standard of education. An Institute of Education is regarded as the leading centre of teachers' training. All the teachers' training institutions are affiliated to it. Two types of training institutions are found:-

1. Teachers' training institutions controlled and supported by Local Education Authorities.
2. Teachers' Training institutions controlled by voluntary organizations and supported by public funds.

For the first type, the Education Ministry gives a partial grant and for the rest of the expenditures Local education Authorities are made responsible. For the second type of institutions, the Education Ministry gives 50% of the grant and the remaining half of the expenditure is shouldered by the voluntary organizations. Pupil-teachers have to pay some tuition fees.

There are teachers' training departments in many universities

for training of teachers. For each university there is an Area Training Organization which looks after the training of teachers. The Area Training Organization consist of representatives of Local Education Authorities, training colleges and training schools.

At present there are about 250training colleges and schools of all kinds training about 35,000 teachers every year. Training of teachers of Nursery, Infant and Kindergarten schools has also become quite popular.

Four types of teachers according to the various stages of education may be mentioned. They are as follows-

1. Nursery and Primary school teachers.
2. Secondary school teachers.
3. Teachers for specific subjects and for art and vocational schools.
4. Teachers for Further Education.

These teachers are trained in training schools. General Certificate of Education is the minimum qualification for the admission. The minimum age for admission is 18 years. The duration of the training is of two years. Besides professional subjects, education is also given in general courses. Training is necessary for teaching in a nursery and primary school.

For secondary schools teachers, training is compulsory. These teachers are called trained graduate teachers. After training they may teach in a secondary school or in a university. The duration of training is of one year. Teachers' training departments of universities usually train teachers.

Separate training institutions are organized for giving training in such subjects as arts, painting, music, dancing, physical education and domestic science. The certificate received from the Royal College of Music and Royal College of Arts are considered equivalent to certificates received from training institutions. The duration of training of these subjects is not the same. For physical education and domestic science three years' training and for arts and music

four years' training are required. The General Certificate of Education is a minimum qualification for admission.

9.10.2 Teachers for Further Education

For such teachers experience in work concerned is considered as equivalent to training. Experienced persons in various industrial and commercial institutions are appointed as teachers for Further Education is the related subjects. For this, special training is not necessary. Experience in work is especially emphasized. According to the advice of National Advisory Council, the Education Ministry has prescribed the minimum qualifications for teachers. This minimum qualification for teachers is only the work-experience in the subject concerned.

9.10.3 Selection of Trainees

There is no formal method for selection of trainees. The women-trainees for specific subjects are selected from women who have completed their general education and have worked for one or two years in the industrial and commercial organizations concerned. The male trainees are directly selected after they have completed their minimum general education. The teachers' association also co-operates in the training of teachers. This association organizes counseling for prospective trainees.



9.11 LET US SUM UP

In this unit we have discussed the following matters:

- In Great Britain the various committees in educational areas, centres of education and citizens at large consider themselves as equal partners in the development of education in the country.
- The Education Minister in Great Britain is responsible to the British

Parliament which makes Acts and rules for regulating the educational affairs in the country. The Education Minister presents before the Parliament data about the achievements and failures in education each year.

- The Education Minister should formulate a national educational policy for England and Wales. All the educational institutions and Local Educational Authorities that come under him have to work-out this policy.
- Her Majesty's Inspectors of Schools occupy a very important place in the whole educational set-up of the country, particularly up to the secondary stage. They are appointed by the Crown and not by the Education Minister.
- Her Majesty's Inspectors of Schools perform the following three types of functions:-
    1. To inspect educational institutions and to evaluate their achievements.
    2. To represent the Education Ministry from the administrative point of view.
    3. To give theoretical and practical advice on behalf of the Education Ministry.
- For England and Wales, besides the Education Minister, Ministry .of Education and Inspectors, there are about 146 Local Education Authorities to look after the educational affairs in their respective areas.
- Since 1998, there have been six main types of maintained (state-funded) school in England. These are- Academy schools, Community schools, Free school, Foundation school, Voluntary Aided School and Voluntary Controlled School.
- In primary school, school children remain in one class throughout the year, but may change classrooms for English and Mathematics. Each school can decide the name of classrooms: some choose world animals, significant individuals, world countries and continents, or simply their year range (Year 1, Year 2, Year 3, etc.).
- The UK's higher educational institutions are not owned or run by government. They are independent, autonomous legal entities, with

Councils or Governing Bodies that have responsibility for determining the strategic direction of the institution, for monitoring its financial health and for ensuring that it is effectively managed.

- The Royal Society of Teachers of England has contributed a great deal for making the position of teachers stronger. This national voluntary organization is working for raising the status of teachers. This society has emphasized the training of teachers and has prescribed a minimum standard for teachers at the various stages of education.



9.12 FURTHER READING

1) Curtis, S.J. (1957), History of education in Great Britain, University Tutorial Press LTD.

2) Sharma R.A. (2011), Comparative Education, E. Lall Book Depot, Meerut.

3) Rai B.C. (2012), Comparative Education, Prakashan Kendra, Lucknow.

4) Srivastava S.K. (2015), Comparative Education, Anmol Publications PVT. LTD., New Delhi.



9.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Education Minister formulate a national educational policy for England and Wales.

Ans to Q No 2: Her Majesty's Inspectors of Schools perform the following three types of functions:-

1. To inspect educational institutions and to evaluate their

achievements.

2. To represent the Education Ministry from the administrative point of view.
3. To give theoretical and practical advice on behalf of the Education Ministry.

Ans to Q No 3: The purpose of the Ministry of Education and the Local Education Authorities is related with national educational policies. The relationship between these two authorities is generally very intimate and cordial.

Ans to Q No 4: The Board of Managers and the Board of Governors co-operate with each other in the development of education. These boards function as the connecting link between the schools and the Local Education Authority.



9.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Who is responsible to the British parliament which makes Acts and rules for regulating the affairs in the country?

Q 2: Mention the nine rules that are formulated by Education Minister.

Q 3: What is meant by Her Majesty's Inspector of Schools?

Q 4: What is the method of work of Local Education Authority in England?

Q 5: What is the role of Education Ministry regarding teacher's training?

Q 6: What are the types of teachers according to the various stages of education?

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

Q 1: Discuss the importance of Education Minister in UK education system.

Q 2: Explain the role of Local Education Authority in England.

Q 3: Discuss the higher education system in England with its degree rewarding power.

Q 4: Write a detail note on teacher education system in England.

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UNIT 10 : EDUCATION SYSTEM IN THE USA

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Historical Background

10.4 Features of American Education

10.5 Educational Administration

10.6 Education system in USA

- 10.6.1 Pre-primary Education
- 10.6.2 Primary Education
- 10.6.3 Secondary Education
- 10.6.4 Higher Education
- 10.6.5 Teacher Education

10.7 Let Us Sum Up

10.8 Further Reading

10.9 Answers To Check Your Progress

10.10 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit the learners will be able to-

- understand the historical background of the Educational system of USA.
- get a clear idea on structure of the educational administration of USA
- analyse the various features of American education system.
- evaluate the education system of USA at different levels
- compare the education system of USA with the education system of other countries.

10.2 INTRODUCTION

In the previous units you must have learnt the education system of different countries, here in this unit we will discuss the Education system of USA. The USA education system holds a special place in the world. It has certain characteristics based on democratic principles and ideals which make it exemplary for other countries as well. In the present unit the historical background of the education system, Features of the education system, administrative pattern and various stages of the education of USA has been discussed.

The history of United States of America, the lead of the developed countries of the world, is not very old. In the beginning of the seventeenth century, about 400 years ago, European countries started settling here. The emergence of a new nation began with the rebellion against Europe. Along with the European people their culture, civilization, philosophy, traditions, language etc arrived. The American education system offers a rich field of choices for international students. There is such an array of schools, programs and locations that the choices may overwhelm students, even those from the U.S. In this unit we will discuss the various aspects of the education system of USA.

10.3 HISTORICAL BACKGROUND

With the colonization of America need for better education facilities was also felt. The wealthy classes used to send their children to their native places for education and it was available only for the upper classes. European influence was seen at the first phase of the education system but later on it gradually changed according to the local needs, ideologies and necessities. Upto 1874 it was decided to have primary education on eight year basis but gradually it expanded towards higher education. For the ease of discussion the period of the development of education has been divided into some years-

1647-1820: since 1647 it was compulsory for every community to provide schools for their children. It was started from the state of Massachusetts and spread over to other parts of the state. In 1635 Boston

school was established and teaching was the same as it was in a grammar school of England. Benjamin Franklin established the first academy where English, latin, mathematics and other practical subjects were taught.

1821-1880: Enrolment in school increased during this time. A high school was established in Boston in1821 where three years course was provided. Along with English as a main course of the study practical subjects were also included as optional. From 1840 education began to gain momentum and more schools were established. Educational system was transformed according to the needs and the changing society.

1880-1930: This period witnessed tremendous increase in enrolment in schools as the population also increased at a rapid rate. The increase in population demanded more schools which compromised the quality of education. Later on this was looked into and the curriculum was diversifies to suit the needs of the society. Education in USA during this time was made compulsory and the age of compulsory attendance was also raised. The increase in the population increased the demand for higher education.

In1636 first college known as Harvard College was established within the township area of New town adjoining Boston. Church can be attributed for the development of higher education in America. Havard College was controlled by church and same type of colleges were established in various parts of USA.by 1769 nine colleges were established there.

Various independent and self-controlled colleges were began to be established which prepared the students for the practical life. These colleges had their own method of instruction and evaluation system. After revolution the Education system of America changed drastically. In 1780 Havard College acquired the status of university. After the revolution most colleges converted into university and the Pennsylvania University was upgraded in 1761. Similarly the college established in Rode in 1795 was upgraded to Brown University in 1804.

The religious nature of the educational institutes change and the universities followed the secular pattern of the education system. Some universities came under state control and some universities maintained their autonomy. An important feature of the American education system is that

every university follows their own pattern, curriculum and the evaluation system.

10.4 FEATURES OF AMERICAN EDUCATION

In this section we will discuss the special features of the education system of USA-

- Education is free from the control of the states, and it has been always the responsibility of the provinces and the local institutes. The role of the state remains that of an ally but there is no interference.
- American education is based on the democratic ideals and principles. The decentralization of power and equality of opportunities are the core principle of the education system.
- All public school follows secularism, religion is considered personal and family subject.
- Students at the secondary level has the freedom to choose various subjects from different options. The colleges also offers professional and vocational courses which which lead the students to different professions.
- Philanthropic institutions have played a very important role in the development of the education system of America. Funds are provided by these institutions for the creative work, innovations and experimentation.
- The curriculum is continuously revised based on the recent developments in the sphere of technology, polity and culture.
- Guidance facility is provided to the students of all levels and keeping in minds the interest of the children with special needs, efforts are made accordingly. Special attention is given to the students with special needs and gifted children.
- In USA there is close relationship between school and the community. The community takes special interest in the education of the society. The problems are solved in cooperation with the community.
- There is importance of Research in American Education system. Extensive research studies are done on the various spheres of

education with the cooperation of the governmental agencies and private foundations.

- The first 12 years of education that is elementary and secondary education is provided freely to all the American children. Although in higher education public universities charge fees from the students it is only 25 percent of their total expenditure.
- American education is compulsory in most of the states till 16 years of age and in some till 18 years of age. 12 years of schooling are divided into different patterns in different parts of the state.
- Parent's cooperation in the education system of USA is very effective. Special education is provided to the differently abled children along with the medical facilities.
- Adult education is very popular and recognized education system in USA. Both formal and informal education is available.



CHECK YOUR PROGRESS

Q 1: In which year Harvard college was established?

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Q 2: Write two features of Education in USA.

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10.5 EDUCATIONAL ADMINISTRATION

Americans had adopted the European system of education in the beginning and was also influenced by the British system of Education. But at the present time it has been shaped according to needs of the present society. In America education is considered as an individual affair. There is no distinct and clear cut distribution of educational responsibilities between state and central government. In this section we will discuss the function and duties of different agencies.

Federal Government

Education is a governmental function and the Federal government is deeply concerned with the education. The state governments decides the policy and the methods to support the education. Federal government shoulders various responsibilities regarding education such as-

- Federal government provides financial assistance to state government.
- Federal government also makes provision for education to those areas which are under central administration.
- It also looks after the educational arrangements of the red Indians.
- It collaborates with other foreign countries for different educational programmes.

Federal office of Education

The federal organization that is directly deals with education is the office of Education in the department of Health, Education and welfare. The president appoints a commissioner to supervise the office. The main functions of the office includes-

- It collects, prepares and disseminate statistical datas related to education
- It supervises the arrangements for the implementation of the various national schemes of education
- It executes various ways to reform in the educational arena
- It holds control on the vocational and technical education
- It arranges the educational facilities for the Negros and the red Indians.
- It looks after the education of the Columbia and other colonies of the USA.

Control of Education by the States

Constitutionally the responsibility of education lies with the state and it has allowed full freedom to the local governments to run the educational system according to the needs, interest and traditions of the people. The local government implement the policies determined by the state government. The state government run their functions through various departments-

Chief Education Administrative Officer

The states established a state education board to main educational institutions and it is headed by the chief state school officer or state commissioner of education or the commissioner of public instruction. In eight states he is nominated by the governor, in another eight states he is elected by the members of the state board education and in rest of the states he is elected by the people.

State Department of Education

A state department of education is established in every state which helps the chief education officer in disseminating his responsibilities. This board is consists of consultants and professional employees. The work of the department is financial management, help in implementation of the rues. Improvement of curriculum, information collection, maintenance and dissemination, certification of the teachers and to lead and provide suggestions to the administration of the special schools.

The department also distributes the government grant to different institutions and schools. It also helps in preserving the rights of the minorities and provides free universal education where local people are unable to establish a school.

Local Education Board

The local education boards run the schools according to interest, tradition and ideal of the society recognizing the control of the state governments. These boards are constituted by electing the members in a democratic manner. The local boards are of four types: Basic, intermediate, coterminous and Non-coterminous. The basic administrative units are influenced by the local people, whereas the intermediate units are influenced by both local and government units. Coterminous units are influenced by the government only whereas non-coterminous units are totally independent. The function of the board is legislative, it formulates the policies and examines and evaluates the works of the students. Another function of the board into coordinate the facilities and needs of the teachers, local population, classes and groups according to needs, interest, tradition of the people at the same time preserving its freedom. Local boards executes

the programmes accepted by the state board of education.

Local school superintendent

The administrative officer of the local board of education is known as Local school superintendent. The superintendent acts as a coordination among various stakeholders of the education system such as state board of education, education officers, public social associations, political parties, student and communities for the development of education. He is the supervisor of the administration and controls the entire activities of the school. The supervisor secures public cooperation and assures people that education is being organized according to their needs and aspirations.

County board system

There are county boards in the rural areas. County boards are very successful, strong and organised units. There are county boards mainly in provinces of Georgia, Tennessee, Kentucky, virginia etc. its main administrator is the superintendent of the county board, whose main function are to control over schools, curriculum formulation, providing educational facilities, selection of teachers, preparation of rural education programmes, development of education and implementation of projects.

Township or town system

Township education boards are located in smaller towns and cities. Such arrangements exist in the provinces of New Jersey, Pennsylvania, low, Michigan etc. these boards are highly developed and modern.

School district system

School district is one of the smallest administrative units. School districts includes the schools with one room whereon teachers teaches all the subjects, sometimes it includes the children of only a few families.

City school organization

Federal government has accepted all the urban areas as city where population is more than 2,500. City school organization is different from the township system and it is more developed than the educational system of the rural areas.

City education boards

In some places there is a provision for the city education

superintendent and the city education board and both acts as a legislature. Generally city board education formulates the policies and the superintendent implements it.



CHECK YOUR PROGRESS

Q 3: Write one function of federal office of education.

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Q 4: What is the role of Education officer?

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Q 5: What is a county board?

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ACTIVITY: 10.1

Make a list of the administrative branches that is related with education

10.6 EDUCATION SYSTEM IN USA

The education system of USA is very developed and well organized. In this section we will discuss the various stages of education that from elementary level to the higher education system of USA to have a clear knowledge of the education system there so that we can compare it with our education system and analyse both.

10.6.1 Pre-primary Education

The first kindergarten school of USA was established in Wisconsin in 1865, and the first nursery school in New York in 1919, but development of primary education took place in 20th century.

Pattern of pre-primary education:

1. From the day of conception to two years: the parents are educated to create an atmosphere at home for the care of the child much in advance of its birth. Parents should be very conscious about their duties and responsibilities as the environment of home influences the development of the child. Parents should be given the knowledge of child psychology and to cater this need department of Education and Health's opened such clinics in some places.
2. From two to three years of age: it is very important to cater to the physical, psychological and emotional needs of the children. It is necessary that the children know the right tendency and do their basic chores like cleaning the teeth, bathing, changing the dress paying with other children etc. homely atmosphere is provided in these schools and the children are kept engaged in group activities or games. There is no definite age of admission to nursery schools, trances from 1 year to 4 years. In USA there are four types of nursery schools-
   a. Schools run by religious institutions
   b. Schools run by private agencies
   c. Schools run by local bodies, state governments or federal governments.
   d. Cooperative nursery schools.

   Cooperative schools are run by the cooperation of the facilities of the students. Families provide financial assistance to the schools in the form of subscriptions. All the types of arrangements such as financial, managerial, administrative, academic, appointment of teachers are done by the committee selected by the concerned public with the collective efforts of the parents. Teacher parents meetings are held regularly to update the parents regarding their child and to plan the future programmes.
3. From three to six or seven years of age: In America kindergarten education is regarded as post nursery education. Though this

education is not compulsory it is gaining popularity day by day. The main objective of kindergarten education is to develop the natural capacities of the students and to arouse curiosity instinct. Another aim of kindergarten education to prepare the children for the primary education. The activities that are organised in the kindergarten schools helps to develop the physical, social and mental abilities of the students which makes them self dependent.

The pre-primary education is not compulsory in USA but its getting popular due to its benefits. These schools are mainly run by local funds and state government grants. Local boards can arrange for pre-primary education according to local needs. State governments issue necessary instruction to the public kindergartens. Officers and experts of education department inspect these schools to maintain the proper standards. Legislative facilities are also available for the protection and establishment of the kindergarten schools.

10.6.2 Primary Education

In USA primary education is post-kindergarten education. It refers to the first eight years of formal education in most jurisdiction. The first year of primary education is commonly referred to as kindergarten and begins at or around age 5. This stage is very important for the development of the child as at the stage children remain very receptive. Primary education can not be separated from the kindergarten method of teaching where education is provided according to their developmental level. Elementary schools provides instruction to the fundamentals skills of reading, writing, arithmetic as well as history, geography, crafts, music, science, art and physical education.

Elementary education is free and compulsory in USA and it is arranged to make the socialisation of the child and to cater to the needs of them. The general aims of primary education helps to

provide same level of education across USA. The aims of primary education in USA are-

- To develop the basic skills and understanding which is essential for effective communication.
- To develop the social and national spirit within the child. It is a prime aim to develop the child to work in accordance with the society and nation
- To develop the physical and mental health of the children with proper instruction and practice which may build proper habits conducive to physical and mental well-being.
- To develop the spirit of freedom and provide opportunities so that the children can exercise their freedom with respect to their duties and keeping in mind the rights of others.
- One of the important aim of primary education is to make the children self-dependent and make them able to solve their day to day problems.
- Another aim of primary education is to develop their creative potentialities.

Organization and administration of primary schools:

There is no uniform organizational structure for the primary education in USA. As the schools are mostly run by the local bodies that is why it differs from place to place. Generally there are following types of primary schools in USA-

1. There are primary schools where one teacher teaches all the classes in one room and mostly these schools are situated in the rural areas.
2. There are some schools where one teacher teaches one subject and mostly found in those elementary schools where elementary classes are attached with the secondary schools.
3. There are also schools where a single teacher teaches all the subjects in one room. The teachers act as a class teacher and depending on the number of the students and size of the school there can be more than one teacher. These teachers

are appointed on the basis of the number of classes. One supersets teacher does the duty of the principal in these schools.

4. Another type of primary school that is prevalent in USA is platoon type of organisation where students are divided into groups. This scheme is very economical as it ensures the efficiency and solves the problem of shortage of the schools and space. When one group is busy in physical training or using the field, laboratory or library other group attends the classroom teaching which not only develops the personality of the students but develops them according to their interests and aptitudes.
5. A system where students learn at their own pace is known as individually prescribed instruction . In this system students are divided into groups according to their abilities where different worksheets are used instead of traditional books with clear instruction to solve the problems or tasks. In case of the confusion the students can go to the teacher for clearing the doubts.

Schools run and financed by the religious communities accepting the grants provided by the government and schools fees. In these schools along with other subjects, bible, religious treaties, church system and religious programmes are the part of the curriculum. The second type of schools are run by the local bodies and local organizations and are financed out by the donations and fees which is not much influenced by religion but religious and moral instructions form a major part of the curriculum. The second type of schools are public school, the expenditure is met by the public taxation. These schools are administered and controlled by public representatives. In this school system the guardians, teachers, officers can take part in the administration of the school and provide their constructive suggestions.

The curriculum of the primary education till 19th century to provide the knowledge of reading, writing and arithmetic but at

present the aim is to all-round development of the child and flexible curriculum. Local institutions and state governments both takes part in the curriculum construction.



CHECK YOUR PROGRESS

Q 6: What are the types of Nursery schools?

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Q 7: Write one aim of Primary Education in USA.

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Q 8: What is a platoon type school?

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10.6.3 Secondary Education

The secondary education in USA developed because of the impact of the industrial revolution. Americans had to face the problem of unemployment and it was impossible for them to provide jobs to every literate person and to solve that problem government decided to provide further education to children. Gradually secondary education developed due to the collective efforts of the public. The secondary education in America has been based on various objectives, they are-

- Education for successful citizenship
- Education for training the young students for daily life
- Education for preparing the individual for some vocations
- Educate the individuals on the basic rules and regulations of the society
- To develop the ability and skill to use the leisure time
- Develop the aesthetic sense
- And to develop them ethically and morally.

Secondary education is divided into two phases, middle or junior high school and high school. Students are given freedom to move different classrooms for different subjects. Secondary education in USA is available for all students of 14 to 17 years age. Students are given opportunities to select their own course of study according to their interest or based on the career they want to pursue. Along with the classroom teaching students are engaged in various outdoor activities also. Self-government of student is given importance in most of the secondary school. And they are graded based on their all-round performance.

The structure of secondary education

It is difficult to put the pattern of secondary education in a single frame. In some cases there is eight years of elementary and four years of secondary school. But in most of the cases six years of elementary school with three years of junior high school and three years of senior high school.

Types of schools

The junior high school: the main aim of establishing junior high school was to create an intermediate standard between the primary stage and the higher secondary stage. Several committees recommended the beginning of secondary studies in the seventh grade. The first formally organized junior high schools were established in Columbus, Ohio in 1909 and in Berkley, California in 1910.

These schools were created with a view to impart education to adolescents in the first two years; from 12 t0 14 years for a proper utilization of educational potentialities. The junior high schools usually includes 7th, 8th and 9th grades.

High Schools or higher secondary schools: The term high school is term used for the higher secondary classes comprised of 10th, 11th and 12th.

Comprehensive high schools: Comprehensive high school is a distinctive feature of American education system. It offers variety

of courses combined in the same school. Theses school includes four classes that is from 9th to 12th which start at the end of the 8year course of the primary stage. All the students required to take core courses such as English, social studies, science and mathematics as electives, besides they choose the courses required to meet the needs of commercial, technical, agricultural or home economics. There are many schools where as many as 200 subjects are taught.

Vocational or industrial schools: A national society was established for the promotion of industrial education in the year 1906 and it suggested to include industrial and vocational training subjects at the secondary schools. These schools generally situated at the vocational and industrial centres. This education intended to train workers for industrial vocation. These schools maintain flexible programs to serve the varied types of students: those who attend day classes for full time, evening classes for employed workers, part time day classes and full time classes in slack seasons for employed people.

Specialized schools: Specialized schools provides technical, commercial, art, agricultural and business education which meets the specialized needs of the students. Qualified specialist teachers are available providing external knowledge and experimental practice.

Part time schools: due to various reasons many students cannot devote themselves entirely in receiving education or have to leave their education midway. For them part time schools are a blessing which provides dome hours education to those students who cannot receive education in schools. Part time schools are of two types- one is continuation schools where teaching is 3-4 hours per week on an average. These schools provides both vocational and cultural education. Another type of part time school is adult evening schools which run their classes daily in the evening. The persons who are engaged in some vocations can get their further

education in these schools. A feeling of worthy citizenship is created in them through education.

Junior colleges: Junior college comprised of the first two years of the secondary classes and they are managed by the local secondary schools.

In USA both comprehensive type of schools and specialized schools are found. Comprehensive school offers different subjects of study on the other hand specialized schools offer education in specialized courses.

The responsibility of setting graduation requirements and curriculum regulations lies with the state legislature, the state board of education and the state education department. State legislatures are concerned with prescribing how and to what degree the teaching shall be devoted to American and state history, government and physical education. In most of the schools requires four years of English, one year of mathematics, one year of science, two to three years of social studies and four years of health study ad physical education. The students may also choose subjects as foreign languages, psychology, fine arts, shorthand and typing. The curriculum are so designed that students graduating from high schools are able to get admission in local colleges and universities. Subjects usually listed as 'constant' or 'solids' which all students have to take and some subjects are elective which is chosen by the students who are interested in that particular subject. The list of required subjects varied from school to school and state to state.

Along with the curricular subjects importance is also given to the co-curricular activities in the American schools. These schools develop among the students the democratic way of thinking and expression. Various types of activities ranging from sports to cultural and literary activities are part of student activities.

10.6.4 Higher Education

Higher education in USA marked a rapid growth and development till 1860 with the establishment of various education centres and colleges. By the end of the civil war there were 21 state universities, 225 private universities and colleges were established. And most of them confined their education system to undergraduate teaching. Moreover higher education was specialized and research oriented which proved purposeless for the students with vocational interest. So the process began to make the higher education accessible for everyone and laws were passed against prohibiting any person on the basis of caste, religion, sex, nationality from receiving education. The changed system of higher education in America has changed the aim of the students. The important feature of higher education in America is that there is no common pattern of curriculum, method of teaching and organization though it follows a common objective. According to prof. W.H. Cowley, an authority in the development of American higher education regards it as a "sprawling, complex, diversifies mingle-mangle". This diversification offers various choices among students, such as- A student may either chose to go an institution which offers variety of programmes or may opt for a smaller institution where it offers one phase or some phases of education. A student may get education either in a university or college or in any professional school or junior college. Both public funded and private institutions are available. Even a student may earn while he is learning.

Another important feature of the higher education in USA is the autonomy of institutions, even the state legislature does not interfere in the academic affair of the institutions. The institutions intake varies in size and the co-educational institutes outnumbered the same gender institutes. Career counsellors and physical fitness programmes are the integral part of the education system.

Aims of Higher Education

The major aims of the education system of USA is to develop the social efficiency of the people so that they have a practical outlook towards life and another aim is to develop the humanitarian values and understanding of the national and international perspective. There are several general and specific aims of the higher education system of USA-

- To develop the mastery over the subject matter knowledge
- To provide orientation of the research work as practical training
- To develop the moral and national character among the students
- To develop the quest for the new knowledge
- Provide teacher training programmes
- Provide practical and experiential learning environment.

The structure of higher education:

There are two kinds of higher education institutes-

Private university: The private universities such as Stanford, John Hopkins, Columbia, Prinston, and Harvard are some private universities which is based on the old and conservative traditions with emphasis on the specialization and research. As such only brilliant students and those who keen interest on the research take admission in these institutes. These universities make their finances from the tuition fees paid by the students and as there is government control these universities have to face shortage of funds.

State Universities: State universities are aided and controlled by the state. Some of the state universities are Ohio, Minnesota, Wisconsin, California and Michigan Universities. The number of students in these universities are higher than the private universities. At the time of admission students of the concerned states given preference. The fee charged for them also very meagre. But the students from other state are charged five times more than they ordinarily charged.

There are three kind of colleges affiliated to the universities.

- Liberal arts colleges are controlled and managed by the religious institutions which provide bachelor's degree.
- There are some colleges which are independent and separate from the university system but within the university itself these are known as undergraduate colleges.
- The third type of institution that are affiliated to university is are graduate colleges. A student who is a graduate can take admission in these colleges. The administration and control of such colleges are collective and separate both. Collectively it is administered by the university office headed by the registrar.

Organization of universities

In the university 4 years are required for a bachelor's degree, one year for master's degree and minimum 4 years required for the PhD and three years for the undergraduate level. The universities are established for the satisfaction of the thirst of knowledge of the public and development of the nation. The head of the central administration of the university is the president who is elected by the board of trustees which is constituted by the politicians, teachers, prominent citizens etc. The term of the president is not definite and can hold the post for several years. The president have to look after the finances of the university along with solving various problem of the university. He is the person who has to maintain contact with the local and state administration. The administration of the university are divided into various faculties with dean for each faculty. Dean is also the head of the department of the concerned subject in the affiliated college and have to look after the financial matters. For some institutes dean is not the hard of the department of the concerned subject.

10.6.5 Teacher Education

Teacher education in USA refer to the professional training given to the would be teachers, but up to early 19th century there

was no programme for teacher education in USA. Those persons who has knowledge and keen in teaching became teachers. In 1839 state of Massachusetts established a state Normal school, which offered certificate after one year of training. The State Normal University was established in Iliions which prepared teachers for the primary and secondary schools. In 1873 the University of Low established a part-time educational training department. The establishment of Jefferson College in Washington among others in the 1800s marks the beginning of teacher education in America. Most reforms in the teacher education were brought up in the 20th century induced by certain factors, such as- transformation of the economy from agricultural to the industrial, expansion of the secondary education, desire to raise the standard of the education. The aims and objectives of American Teacher Education include: (a) Preparing teachers for the needs and aspirations of American as a democratic nation. (b) Preparing teachers who will later assist in the training of American children for the purpose of promoting their culture.

Organization of teacher Education

Four types of teacher education institutes can be found in USA which meets the need of training the teachers. But over the years the features and nature of these institutes are constantly changing. The institutes of teacher education are as follows-

Normal Schools: the beginning of professional teacher training programmes in USA can be attributed to the Normal schools. At first training was provided for one year to prepare the teachers for the elementary level and with the series of the development the duration was expanded to two and then three, became colleges of education which offered four years bachelor's degree.

Teacher's college: the teaching programmes included in the teacher's colleges are general education, professional education, specialization in the field of teaching. In addition to preparing the teachers for the primary and secondary education, some colleges

also award regular degrees.

Departments of Education: In USA universities started pedagogy or education as a regular and independent subject. Now almost all the universities have a separate department of education which preparers the future teachers by going them proper training. These departments also do research in methods of teaching and provides advanced courses for teachers studying in such departments of education.

Schools or colleges of Education: Schools of teacher education or colleges of teacher education are the institutes which are affiliated or associated with one university or the other. In 1879 such college was established by Michigan University. In such institutes students from the first year are accepted and they pursue general course for B.A. degree along with the courses in education which includes some hours of practice teaching.

Courses of study: The curriculum imparting teacher education ca be decided into two kinds-

General education and teacher training education. In some institute first two year are devoted for the general education and later two years for the professional education. But in some institutes both education are continued side by side. The professional programme includes-

History and principles of education, educational pedagogy, school management, general and special methods of teaching, observations of lessons and practice teaching.



CHECK YOUR PROGRESS

Q 9: Write two aims of secondary education in USA.

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Q 10: What is a comprehensive high school?

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Q 11: How state university works?

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Q 12: What is Liberal Arts College?

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Q 13: What are the types of teacher education institutes?

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10.7 LET US SUM UP

In this unit we have discussed that-

- With the colonization of America need for better education facilities was also felt. The wealthy classes used to send their children to their native places for education and it was available only for the upper classes. European influence was seen at the first phase of the education system but later on it gradually changed according to the local needs, ideologies and necessities. Upto 1874 it was decided to have primary education on eight year basis but gradually it expanded towards higher education. For the ease of discussion the period of the development of education has been divided into some years
- Education is free from the control of the states, and it has been always the responsibility of the provinces and the local institutes. The role of the state remains that of an ally but there is no interference. American education is based on the democratic ideals and principles. The decentralization of power and equality of opportunities are the core principle of the education system. All public school follows secularism, religion is considered personal and family subject. Students at the secondary level has the freedom to choose various subjects from different options. The colleges also offers professional and vocational

courses which lead the students to different professions. Philanthropic institutions have played a very important role in the development of the education system of America. Funds are provided by these institutions for the creative work, innovations and experimentation.

- Americans had adopted the European system of education in the beginning and was also influenced by the British system of Education. But at the present time it has been shaped according to needs of the present society. In America education is considered as an individual affair. There is no distinct and clear cut distribution of educational responsibilities between state and central government. In this section we will discuss the function and duties of different agencies.
- Education is a governmental function and the Federal government is deeply concerned with the education. The state governments decides the policy and the methods to support the education.
- Constitutionally the responsibility of education lies with the state and it has allowed full freedom to the local governments to run the educational system according to the needs, interest and traditions of the people. The local government implement the policies determined by the state government
- The local education boards run the schools according to interest, tradition and ideal of the society recognizing the control of the state governments. These boards are constituted by electing the members in a democratic manner. The local boards are of four types: Basic, intermediate, coterminous and Non-coterminous.
- The pre-primary education is not compulsory in USA but its getting popular due to its benefits. These schools are mainly run by local funds and state government grants. Local boards can arrange for pre-primary education according to local needs. State governments issue necessary instruction to the public kindergartens. Officers and experts of education department inspect these schools to maintain the proper standards. Legislative facilities are also available for the protection and establishment of the kindergarten schools.
- In USA primary education is post-kindergarten education. It refers to

the first eight years of formal education in most jurisdiction. The first year of primary education is commonly referred to as kindergarten and begins at or around age 5. This stage is very important for the development of the child as at the stage children remain very receptive. Primary education can not be separated from the kindergarten method of teaching where education is provided according to their developmental level.

- The secondary education in USA developed because of the impact of the industrial revolution. Americans had to face the problem of unemployment and it was impossible for them to provide jobs to every literate person and to solve that problem government decided to provide further education to children. Gradually secondary education developed due to the collective efforts of the public.
- Higher education in USA marked a rapid growth and development till 1860 with the establishment of various education centres and colleges. By the end of the civil war there were 21 state universities, 225 private universities and colleges were established. And most of them confined their education system to undergraduate teaching. Moreover higher education was specialised and research oriented which proved purposeless for the students with vocational interest.
- The establishment of Jefferson College in Washington among others in the 1800s marks the beginning of teacher education in America. Most reforms in the teacher education were brought up in the 20th century induced by certain factors, such as- transformation of the economy from agricultural to the industrial, expansion of the secondary education, desire to raise the standard of the education.



10.8 FURTHER READING

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3) Sharma, R.N (2017).*Comparative Education* (5th Ed.).Surjeet Publications.

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10.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1636

Ans to Q No 2: Two features of American Education System are-

1. In USA there is close relationship between school and the community. The community takes special interest in the education of the society. The problems are solved in cooperation with the community.
2. There is importance of Research in American Education system. Extensive research studies are done on the various spheres of education with the cooperation of the governmental agencies and private foundations.

Ans to Q No 3: The federal organization that is directly deals with education is the office of Education in the department of Health, Education and welfare. The president appoints a commissioner to supervise the office. The main functions of the office includes-

- It collects, prepares and disseminate statistical datas related to education
- It supervises the arrangements for the implementation of the various national schemes of education

Ans to Q No 4: The states established a state education board to main

educational institutions and it is headed by the chief state school officer or state commissioner of education or the commissioner of public instruction. In eight states he is nominated by the governor, in another eight states he is elected by the members of the state board education and in rest of the states he is elected by the people.

Ans to Q No 5: There are county boards in the rural areas. County boards are very successful, strong and organized units. There are county boards mainly in provinces of Georgia, Tennessee, Kentucky, Virginia etc. its main administrator is the superintendent of the county board, whose main function are to control over schools, curriculum formulation, providing educational facilities, selection of teachers, preparation of rural education programmes, development of education and implementation of projects.

Ans to Q No 6: In USA there are four types of nursery schools-

a. Schools run by religious institutions
b. Schools run by private agencies
c. Schools run by local bodies, state governments or federal governments.
d. Cooperative nursery schools.

Ans to Q No 7: To develop the social and national spirit within the child. It is a prime aim to develop the child to work in accordance with the society and nation

Ans to Q No 8: In platoon type schools students are divided into groups. This scheme is very economical as it ensures the efficiency and solves the problem of shortage of the schools and space. When one group is busy in physical training or using the field, laboratory or library other group attends the classroom teaching which not only develops the personality of the students but develops them according to their interests and aptitudes.

Ans to Q No 9:

- Education for successful citizenship
- Education for training the young students for daily life

Ans to Q No 10: Comprehensive high school is a distinctive feature of

American education system. It offers variety of courses combined in the same school. Theses school includes four classes that is from 9th to 12th which start at the end of the 8year course of the primary stage. All the students required to take core courses such as English, social studies, science and mathematics as electives, besides they choose the courses required to meet the needs of commercial, technical, agricultural or home economics. There are many schools where as many as 200 subjects are taught.

Ans to Q No 11: State universities are aided and controlled by the state. Some of the state universities are Ohio, Minnesota, Wisconsin, California and Michigan Universities. The number of students in these universities are higher than the private universities. At the time of admission students of the concerned states are given preference. The fee charged for them also very meagre. But the students from other state are charged five times more than they ordinarily charged.

Ans to Q No 12: Liberal arts colleges are controlled and managed by the religious institutions which provide bachelor's degree.

Ans to Q No 13:

1. Normal Schools
2. Teacher's college
3. Departments of Education
4. Schools or colleges of Education



10.10 POSSIBLE QUESTIONS

A. Very short Questions (Answer each question in about 50 words)

Q 1: In which year Boston school was established?

Q 2: In which year Harvard College was upgraded to university?

Q 3: Who is a chief administrative officer?

Q 4: How many types local boards are divided in?

Q 5: In which year National Society was established?

Q 6: At what age kindergarten education begins?

Q 7: Name one subject that is included in the teacher education curriculum.

B. Short Questions (Answer each question in about 150 words)

Q 1: Write the development of Education from 1647-1820

Q 2: Write the features of American Education system.

Q 3: Write the role of state department of Education.

Q 4: What is a basic unit of the local board?

Q 5: Write the duties of the local school superintendent.

Q 6: What are city education boards?

Q 7: Write the pattern of pre-primary schools in USA.

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

Q 1: Write the historical background of the American Education system.

Q 2: Discuss the pattern of educational administration in America.

Q 3: Compare the education system of America and India.

Q 4: Briefly discuss the various stages of education in USA.

Q 5: Critically analyse the American Education system.

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UNIT 11 : EDUCATION SYSYEM IN JAPAN

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

11.1 Learning Objectives

11.2 Introduction

11.3 Historical Background

11.4 Educational Administrative Agencies in Japan

11.4.1 National Educational Administration

11.5 Minister's Secretariat and Six Bureaus

11.6 Prefectural

11.7 Municipal

11.8 Primary Education in Japan.

11.9 Secondary Education in Japan

11.10 Higher Education System in Japan

11.11 Teacher Education System in Japan

11.12 Let Us Sum Up

11.13 Further Reading

11.14 Answer To Check Your Progress

11.15 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit the learners will be able to-

- understand the historical background of the Educational system of Japan
- get a clear idea on administrative structure of the educational administration of Japan
- analyse the various stages of Japan education system
- evaluate the teacher education system of Japan.

11.2 INTRODUCTION

Educational administration in Japan is based on democratic foundation. The foundation of democracy is the way of paying respect to people, to all people. After the World War II, the organization of the various Japanese public institutions and system shifted to a democratic basis. Equal educational opportunity was provided to all people, in keeping with their abilities.

The educational administrative machinery in Japan is a three tier set up and highly decentralized. These are National prefectural, and Municipal. Delegation of power the people is remarkable. This is undoubtedly a clear sign of democratic administration.

11.3 HISTORICAL BACKGROUND

The Ancient Period: Formal education in Japan started when the Chinese language system was introduced into Japan in about 500 A.D. At that time only the aristocracy had access to education through schools that primarily taught Confucianism and Buddhist thought and practice. The first real school, the *Daigakuryo* (the university), was started by Emperor Tenji during this period. The Daigakuryo focused mainly on providing prospective government officials with a background in Confucian practice that would relate to their future jobs. Later the school became an official institution.

During the Heian Period (794-1185 A.D.), the height of Japan's aristocratic age, educational institutions continued to be focused on the nobility and were located in the capital of Kyoto. The special characterstics of this period was that the education and religion were intertwined.

Medieval Period: During the Kamakura Period (1185-1333) and the Muromachi Period (1333-1573), Japanese education paralleled the militarism of the times. With the rise to power of the *bushi* (warrior class, made up of samurai) and the *shogun* (chief lord and military dictator), education in the cities and countryside added skills for warfare to the religious training. A departure from the aesthetics of the Heian Period, the medieval education for warriors included training in weaponry and horseback riding—

while still teaching young samurai the importance of good manners and knowledge of their culture. Schooling revolved around the warrior's home, the estate of his lord, and the local temples. As for the *shogun ate* and the ruling families, there continued to be educational opportunities unavailable to commoners.

Toward the end of the medieval period, Japan's educational system was subjected to a new influence—Jesuit Catholic missionaries, beginning with the arrival of Francis Xavier in 1549. These missionaries established schools and churches that emphasized general education, vocational training, Western technology, and—of course—Christianity. Although Christianity was banned less than a century after Xavier came to Japan, and wasn't permitted back into the country for more than two centuries, it did help in shaping the education in Japan.

Early Modern Period: The early modern period in Japan comprises the years of the Tokugawa Period (1600-1868), during most of which Japan remained isolated from the rest of the world. One positive by product of this isolation was that the country could focus on the development of its own culture, including the educational system. Although the very best education remained open only to the upper classes, the period did witness the spread of education among the commoners in a way that had not occurred previously in Japan. By the end of the period, about 40 percent of the boys and 10 percent of the girls were provided education outside the home.

Modern Period: The modern period in Japan began with the restoration of the emperor in 1868, about 15 years after the country had been "opened" to the outside world by the expeditionary tour of U.S. Admiral Matthew Perry. This period saw a tremendous amount of educational reform as the country sought to catch up to the West after more than 200 years of virtual isolation.

11.4 EDUCATIONAL ADMINISTRATIVE AGENCIES IN JAPAN

11.4.1 National Educational Administration

The principal national agency is the Ministry of Education, Science and Culture. It is responsible for the administration, promotion, as well as development of the different types of education such as school education, technical education, higher education, teacher education, women education, social education, science, culture and international education. As an administrative organ it shares responsibility with the Cabinet and the National Diet for preparing budget estimates and for drafting educational legislation.

Most national educational and cultural activities are under the authority of the Ministry of Education, Science and Culture. All national universities, national museums, national art galleries and some of the national research institutes are under the jurisdiction of the Ministry of Education, Science and Culture. Some junior colleges and almost all technical colleges are directly maintained and supervised by the Ministry.

The Ministry of Education, Science and Culture supervises and assists the activities of many quasi- governmental organization relating to education such as Japan Scholarship Foundation, Japan Private school Promotion Foundation, National Stadium, Japan School Lunch Association, Science Promotion Association, Private School Personal Mutual aid association, National Education, National theatre etc.

The Ministry of Education, Science and Culture supervises and allocates financial aid to local boards of education and may require reports on the educational activities of the local board of education. The ministry also approves the establishment of public and private higher educational institutions and offers them administrative supervision and advice. It also performs direct services

in the fields of social education and international exchange and gives assistance and advice to voluntary private bodies who conduct activities in these fields.

11.5 MINISTER'S SECRETARIATE AND SIX BUREAUS

The Ministry is subdivided internally into the Minister's Secretariat and six bureaus. In addition, the Agency for Cultural affairs under the jurisdiction of the Ministry has responsibility for promoting cultural interests and activities in Japan.

1. **Minister's Secretariat:** It takes charge of personal affairs, general affairs, maintenances of liaison on behalf of the Minister; preparing draft legislation; preparing budgets; accounting and auditing disseminating information; formulation of educational planning and evaluating policies; conducting studies of education abroad; compiling nationwide statistics of education and annual reports etc.
2. **Elementary and Secondary Education Bureau:** The bureau takes charge of promotion of elementary education and special education. To achieve this it (a) provides advice and guidance to local education agencies; (b) regulates the status of educational personnel ; (c) assists and advices boards of education and teachers on all matters concerning elementary and secondary education ; (d) provides guidance and advice on schools management, teaching methods, pupil guidance; (e) authorizes text- books ; (f) manages the free distribution of school text books; (h) promotes vocational education ; (i) determines the national subsidies for elementary and lower secondary education etc.
3. **Higher Education Bureau:** This bureau is responsible for (a) the formulation of basic plans for the development of higher education; (b) approves the establishment or abolition of universities, junior colleges; (C) determines national standards for higher education; (e) plans, assists and advises on the teacher training; (f) makes arrangements for in service training and certification of teachers; (g) plans and advices on the welfare programmes including financial

assistance for students.

4. **Science and International Affairs Bureau:** This bureau takes charge of science and international affairs and conducts the affairs of Japanese National Commission for UNESCO, etc. It plans, assists and advices on the promotion of science education and training of research workers. It tries to improve research institutes and aids research programmes and activities. It promotes the conditions for scientific research and collects scientific information to use. It makes grant-in-aid for research institutions and workers. In order to promote international exchange in education, science and culture and to deepen relationships exchange and cooperation with other countries, the Bureau sends and receives students and researchers.
5. **Social education Bureau:** This is responsible for social education which involves all forms of out of school education for adults and young people. It trains social education leaders and provides social education facilities such as citizens' public halls, museums, libraries, youth centres and women's education centres. It plans, assists and advises on the development of social education; provides national subsidies for social education. It assists and advises on the promotion of social correspondence education and promotes audio– visual education, etc.
6. **Physical Education Bureau:** This bureau primarily aims to promote health and physical strength among students. It is chiefly responsible for planning, advising and assisting in promotion of physical education; advancing school health progress and extending school lunch programme. It determines subsidies and establishes standards for physical education, school health programmes and school lunch programmes. It trains physical education leaders and formulates better measures for improving athletic standards in the country and outside.
7. **Administrative Bureau:** It takes charge of the (a) promotes the welfare of educational personnel employed there in; (b) promotes sound educational activities of private educational institutions.

11.6 PREFACTURAL

Japan is composed of 47 prefectures. Every prefecture has a board of education that coordinates education in that geographic unit. Each board comprises five members who are appointed by that prefecture's governor, approved by the legislative assembly, and serve for a four-year term. Some of the main responsibilities of the board are as follows:

1. Manage the wide variety of educational units in the prefecture, from secondary schools and schools for the handicapped to museums and public libraries
2. Promote events and activities related to physical education and the social education of youth
3. Provide advice and financial assistance to the mayors and municipal boards within the prefecture
4. Establish or close down kindergartens, upper secondary schools, special education schools, special training schools, and miscellaneous schools
5. Issue certificates to teachers

In addition to the board having a wide range of responsibilities, the governors of the prefectures are charged with the following tasks: managing universities and junior colleges in the prefecture, approving the establishment of a variety of schools, and overseeing the drafting of budgets for a variety of educational activities.

11.7 MUNICIPAL

Education administration at the municipal level is handled by a municipal board of education. Each board includes five members selected by the mayor of the municipality with the agreement of the elected assembly. Holding office for four years, these board members have the following responsibilities: selecting a municipal superintendent of education from among its own membership, managing a variety of educational institutions in the municipality, promoting cultural activities, and selecting textbooks for elementary and middle schools. Then the municipal mayor has the

responsibility to oversee the municipal universities and junior colleges and the process of preparing educational budgets.



CHECK YOUR PROGRESS

Q 1: Japan's education system is based on democracy. (True/False)

.....

.....

Q 2: When did formal education start in Japan?

.....

.....

Q 3: What is the main responsibility of Ministry of Education, Science, and culture?

.....

.....

Q 4: Mention the prime duty of Elementary and Secondary Education Bureau, Japan?

.....

.....

Q 5: Mention any three main responsibilities of prefectural?

.....

.....

11.8 PRIMARY EDUCATION IN JAPAN

Japanese primary school lasts for six years. In Japan, the school system is generally called the ¯6-3-3-4 year system, which expressly places primary school education as the foundational stage of the entire school system. Although there are kindergartens for preschool education, these kindergartens do not form a part of the compulsory education system.

Generally, primary schools are public schools run by different municipalities. Most of the national primary schools are affiliated with the faculties of education in national universities. A classroom teacher is in charge of each classroom and, in principle, teaches all subjects. Team

teaching, however, has been increasingly introduced these days in an attempt to lessen the teachers' workload and to improve teaching. Also, specific subjects for upper grades, such as science, music, and home economics, are often led by specific subject-based teachers. All subject classifications, themes to be taught under each subject, numbers of school hours per subjects, etc., are provided. The Course of Study has been updated approximately once a decade. The present Course of Study, the eighth version since the Second World War, was initially introduced in primary schools in 2009 on a gradual basis and has been fully implemented since 2011 (details of the guideline will be described later in this paper).

Pupils' performances on subjects and record of day-to-day life are kept in the teaching-learning record (Shido-Yoroku) for each term. Most schools compile a grade report card for each pupil including their academic performance, record of special activities and integrated studies, attendance record, observations of daily life, classroom teacher remarks, etc., and send it to their guardians once every term.

Textbooks for all subjects used at primary schools are provided free of charge. This policy has been in practice since 1963. Textbooks are prepared by private publishers and go through the Minister of Education, Culture, Sports, Science and Technology's screening. The ones successfully authorized are then made available for schools.

Courses of Study

The existing Course of Study was first announced in 2008, implemented in advance in 2009 with the commencement of a transitional period, and has been fully put into action since 2011. The latest revision was envisaged in response to the argument that the previous revision and consequential drastic reduction of learning content, the full implementation of 5-day school week, and the introduction of the period for integrated studies, all in an attempt to reinforce the more relaxed education policy, have contributed to the decline of academic standards.

Purposes of Subjects are:

Japanese Language: To develop in pupils the ability to properly express and accurately comprehend the Japanese language, to increase

the ability to communicate, to develop the ability to think and imagine and have a sense of language, to deepen interest in the Japanese language, and to develop an attitude of respect for the Japanese language.

Social Studies: To facilitate pupils' understanding on social life; to nurture an understanding of, and affection toward, our land and history; and to nurture the fundamental capacity as a responsible member of the community who is capable of forming a peaceful and democratic nation/ society that thrives in the international community.

Arithmetic : Through mathematical activities, to help pupils acquire basic and fundamental knowledge and skills regarding numbers, quantities, and geometrical figures; to foster their ability to think and express with good perspectives and logically on matters of everyday life; to help pupils find pleasure in mathematical activities and appreciate the value of mathematical approaches; and to foster an attitude to willingly make use of arithmetic in their daily lives as well as in their learning.

Science: To enable pupils to become familiar with nature and to carry out observations and experiments with their own prospectus, as well as to develop their problem-solving abilities and nurture hearts and minds that are filled with an affection for the natural world; at the same time, to develop a realistic understanding of natural phenomena, and to foster scientific perspectives and ideas.

Living Environment Studies: To help pupils become interested in the relationship between themselves and people around them, society and nature through concrete activities and experiences, and to have them contemplate themselves and their own lives and in the process; to help them acquire basic habits and skills essential for life and develop the foundation for independence.

Music: To encourage pupils to cultivate their sentiments and fundamental abilities for musical activities, as well as a love and sensitivity toward music through music-making and appraising.

Arts and Handicrafts: To enable children, by means of activities involving expression and appreciation, to savor the joy of creating while bringing their sensitivity into play. Also, at the same time, to foster the

fundamental abilities underlying the creative activities that take the form of shaping and molding, thereby nurturing a rich fund of aesthetic sensitivity.

Home Economics: To enable pupils to acquire basic and fundamental knowledge and skills necessary for everyday life through practical and hands-on activities relating to food, clothing, and housing; to foster a sense of cherishing family life; and to develop a positive attitude towards a better family life as a member of the family.

Physical Education: To help pupils — through proper exercise experience and an understanding of health and safety, and by considering physical and mental aspects in an integrated manner — develop basic qualities and the abilities to participate in enjoyable physical activity throughout their lives, maintain and improve their health and fitness and cultivate an appropriate attitude towards leading a pleasant and happy life.

Moral Education: Through the entire educational activities at school, to nurture morals in pupils' mentality, judgment, willingness to practice, and behavior. Moral education classes should stand on the basis of the above moral education purposes to closely connect moral lessons learned through each subject, foreign language activities, integrated studies, and special activities, to supplement, deepen, and integrate these lessons through well-planned and constructive instruction, and to deepen their consciousness on moralistic values and ideas on how one should live, and nurture the ability to practice one's morals.

Special Activities: To enable pupils to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions, and to solve problems better. At the same time they acquire the habits of studying and thinking, and cultivating their commitment to problem solving and inquiry activities in a proactive, creative, and cooperative manner. Period for Integrated Studies To enable pupils to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions,

and to solve problems better. At the same time have them acquire the habits of studying and thinking, and cultivating their commitment to problem solving and inquiry activities in a proactive, creative, and cooperative manner.

Foreign Language: Activities To build the foundation of pupils' communication abilities through foreign languages while deepening their understanding on languages and cultures through actual experiences, fostering a positive attitude toward communication, and familiarizing them with the sounds and basic expressions of foreign languages.

11.7 SECONDARY EDUCATION IN JAPAN

Secondary education in Japan comprises two main divisions: lower secondary (also called middle school or junior high school) and upper secondary (also called high school or senior high school).

Junior High School: After completing their six years of elementary school, students shift to the last three years of compulsory education—called variously junior high school, middle school, or lower secondary school—usually when they are between the ages of 12 and 15.

The curriculum of middle school includes four main groupings: required subjects, elective subjects, moral education, and extracurricular activities. The eight required subjects are as follows: Japanese language, social studies, mathematics, science, music, fine arts, health and physical education, and industrial arts or homemaking. Students are exposed to courses that provide vocational and technical classes as well as academic subjects. This feature is especially important because classes at this level include a broad range of students, not just those who are likely to attend college or even high school.

Elective subjects include a foreign language or another special subject such as music or art. But almost all students in middle school choose to take English. Like primary school, the middle school schedule includes one hour of moral education each week, but there is no specific religious education in public schools. The final category of the curriculum—extracurricular activities—includes sports, clubs, assemblies, ceremonies, plays, musical events, field trips away from school, and educational guidance, such as instruction for using the library and safety advice for walking in

traffic-congested streets. Such activities may take place on or off the school campus.

Senior High School: The term upper secondary school, also called high school or senior high school, is used to indicate the noncompulsory education beyond middle school. High school provides general or specialized education in three main formats: full-time, part-time, or correspondence. Although the full-time option generally lasts three years, part-time or correspondence school usually takes additional time for completion.

The curriculum of academic high schools commonly includes courses in the following subjects:

Japanese language: The focus in high school is on classical Japanese. Students are expected to enter high school having learned the 1,945 kanji characters known as the *joyo kanji.*

Social Studies: Geography and history are taught as one course in high school, along with a civics course. Students at this level have gone beyond local and regional issues to study Japan and East Asia in an international context.

Mathematics: High school math courses include general math, algebra, geometry, basic analysis, differentiation and integration, and probability and statistics.

Science: High school students are required to take two from the following list of courses: comprehensive science, basic science, physics, chemistry, biology, or earth science.

Health and Physical Education: Options in physical education classes include gymnastics, track and field, and swimming, ball games of different types, kendo, sumo, judo, and dancing. Health classes focus on the prevention of disease and on the cultivation of healthy habits as a young adult.

The Arts: High school students generally select two of the following courses: music, art, calligraphy, or crafts. Art course offerings may include painting, drawing, sculpture, or graphic design.

Home Economics: As in lower schools, high school home economics comprises courses for both boys and girls that stress skills

such as cooking, sewing, consumer skills, and computer use. Courses for boys tend to be called “Industrial Arts.”

11.10 HIGHER EDUCATION SYSTEM IN JAPAN

The Japanese higher education system is a very powerful tool for their national politics and culture. The Academic accomplishments of the students studying in Japan are higher and befitted the international criteria and standards. Its general policy, management and administration are under the authority of the Ministry of Education.

The Japanese Government has the authority to sanction the formation of all new higher education institutions, both private and public. The finances of Universities, Junior Colleges, Specialized Colleges, Graduate Schools and College of Technology come under the jurisdiction of the Ministry of Education or Monbusho. It also lays down the minimum standards for universities with regard to curriculum, facilities, qualification and number of teachers. Many institutions can exercise autonomy in many issues, but the Ministry of Education (Monbusho) keeps hold of the main influence over the growth and development of higher education in Japan.

In Japan, there are five types of higher education institutions. These higher educational institutions are classified as- national, local, public and private.

- **Universities (Undergraduate):** There are national, public and private universities in Japan. The duration of studies in an undergraduate university is 4 years with the exception of medical specialty, dental medicine, pharmacy, and veterinary science department, which needs six years of study.
- **Junior Colleges:** The duration of studies at a Junior College is two years or three years depending on the department. The Junior Colleges mainly focus on the following departments- home economics, education, nursing, humanities and sociology.
- **Specialized/Professional Training Colleges:** Specialized training colleges provide vocational and technology-related education as well as education in the enhancement of skills and knowledge required in life. These colleges mainly provide specialized training in a particular

industry or career. The duration of studies is 1 year or more, but most courses lasts for two years.

- **Colleges of Technology:** Colleges of technology provide courses in engineering field, merchant shipping and other related areas of study, which lasts for 5 years (five and half for the mercantile marine course). Students who have passed junior high school are eligible for courses/ programs offered by Colleges of Technology.
- **Graduate Schools:** The duration of studies in graduate schools in Japan depends on whether you are enrolled in a master's or a doctoral course of study. A Master's program lasts for two years and the doctoral course of study lasts for five years.

  Following are the higher education qualifications awarded by Japan Higher Education Institutions-

  Associate Degree: The Associate degree is awarded upon successful completion of junior college and colleges of technology.
- **Junior colleges:** To get an associate degree, students must complete at least two years of study in Junior College and obtain 62 credits (for 3 years, acquire 93 credits)
- **Colleges of technology:** A Student must complete at least 5 years of study and receive at least 167 credits.
- **Technical Associate Degree:** Students who have completed the post secondary courses of special training colleges, accredited by the Minister of Education, Culture, Sports, Science and Technology are awarded 'Technical Associate Degree'.
- **Bachelor Degree:** A bachelor's degree is awarded to pupils who have finished their undergraduate studies. A student must complete 4 years of study at a University (and 6 years in the cases of medicine, dental medicine and veterinary science) and obtain at least 124 credits.
- **Master Degree:** Students who have finished their postgraduate studies in a master's programme/course are awarded a 'Master's degree'. A student must complete at least two years with a Graduate School and obtain 30 credits in their specialty area of study.
- **Doctorate Degree**: Students who have finished their postgraduate

studies in a doctor's programme/course are awarded a 'Doctorate degree'. A student must complete at least five years with a Graduate School and obtain 30 credits in their field of study.

11.11 TEACHER EDUCATION SYSTEM IN JAPAN

In 1949, a teacher certification law was established. There were three types of certification: a normal certificate (Class 1 and Class 2), a provisional certificate, and a temporary certificate. Class 1 certificates were awarded to those who graduated from four-year institutions, while Class 2 certificates were awarded to junior college graduates. There were five types of normal and provisional certificates: elementary school teacher, junior high school teacher, high school teacher, kindergarten and special need school teacher certificate as well as certificates for principals, superintendents, and supervisors. Certificates for teaching in junior high and high schools were further classified by each subject. 3) Graduates who completed the coursework required by the law were awarded a teaching license from a prefectural board of education, regardless of his or her university or field of study. This was referred to as an "open system" of teacher education. Many teachers were supplied by national, public and private colleges and universities. However, among them, national colleges of teacher education have been the key providers of compulsory school teachers.

The Educational Personnel Certification Law promulgated in 1949 allowed anyone who had earned the required academic degree and earned the required credits to be certified as a teacher, regardless of their university or field of study. This was called an "open system" of teacher training. Teacher certificates were awarded by prefectural boards of education in every prefecture of Japan. Major changes to the Educational Personnel Certification Law occurred in 1954, 1988, 1999. In 1953, an accreditation system for teacher education programs was introduced in order to improve the quality of new teachers. Teacher candidates had to earn the credits in professional and academic subjects at institutions accredited by the Educational Personnel Training Council which operated under the purview

of the Ministry of Education. All teacher education programs needed approval from MEXT's Educational Personnel Training Council. Any changes to the programs or instructors required council approval.

There are several types of teacher education institutions in Japan: Schools of teacher education in national universities, "semi" schools of teacher education, graduate schools of education, professional schools (departments) of education, other schools/colleges than education schools, junior colleges, advanced programs to be completed after a bachelor's or junior college program, and teacher education programs of specialized training colleges recognized by MEXT.

These schools educate future compulsory school teachers at a comprehensive university or as an independent university for teacher education. As of 2016, there are 44 schools of teacher education among the 47 prefectures of Japan. These schools are the major providers of compulsory school teachers in each prefecture. Students of teacher education program are required to fulfill courses and credits to get teaching certificates. Graduates of these schools are leaders and major players in every prefecture. They also contribute to staff development in prefectural boards of education. These graduates suffered from lower employment during the 1990s and early 2000s, however the size of teacher educations programs is expanding again slowly due to increased demand for teachers. Larger independent schools often have several teacher education programs and as many as 150 or more faculty. Ordinal education schools have a single and comprehensive teacher education program with less than one hundred faculty. "Semi" Schools of Teacher Education Teachers are educated in a department of teacher education. Four schools were reformed from "full" schools of teacher education at national universities several years ago. The size of teacher education programs at these schools is now smaller than that of "full" schools of teacher education. Along with the teacher education departments, there are several non-education departments. Sometimes these schools or colleges do not have the name of "education". In addition, many schools of education, child education, and human development and so on have been established at private universities since

2004, due to a possible increase in demand for elementary school teachers in the next decade. These schools may be accredited as elementary school teacher education programs, but students are not required to earn teaching certificates. Schools of Education at Research Universities Schools of education at research universities teach and conduct research in areas like educational studies and educational psychology, and such universities deliver academic doctoral programs. A few of schools of education, such as Hiroshima University and the University of Tsukuba, are comprehensive schools which incorporate large teacher education programs. Graduate Schools of Education Graduate school divisions of teacher education schools at national universities have traditionally been composed of academic master's degree programs of education. However they have recently been adding professional teacher education programs. Professional Schools (departments) of Education New professional master's programs are under development at national teacher education schools. They have two objectives: Educating new teachers with practical abilities and developing staff or "school leaders" with both theoretical and practical abilities. The basic idea of these programs is to integrate theory and practice, explore innovative teaching methods (like case studies, role play and fieldwork), the provision of practical education and advice by the faculty. The educational program is composed of five common cores and specialized subjects as follows; design of school curriculum, practical teaching of subjects, student advising and counseling, school/ classroom management, and contemporary school and teachers issues. A master's thesis is not required, but students must complete more than ten credits of student teaching or clinical experiences in public schools or related institutions. The universities make agreements with boards of education and public schools on student teaching. Mentor teachers and faculty jointly supervise student teachers at the public school. At least 40% of faculty of professional schools or department should be experienced teachers or professionals at schools or related institutions. Students who complete 45 or more credits for two years are awarded a "Masters of Education (Professional)" degree. In 2008, 19 professional schools (departments) of education were newly established.

professional teacher education programs will be established at all teacher education schools in national universities. Other Schools/Colleges than Education school Accredited teacher education programs also exist at most colleges/schools of literature, science, law, economics agricultures and so on. Students must complete the required teacher education courses in addition to the academic and professional courses offered in their department. This is true in master' s programs in graduate school as well. Junior Colleges Junior college departments of childhood education may be accredited as a elementary school teacher education programs. Also, departments of literature are accredited as a junior high school teacher education programs. In the 1960s and 1970s graduates of junior colleges found teacher jobs in the school. Now, however, many of them find work as nursery teachers in day care centers.



CHECK YOUR PROGRESS

Q 6: Fill in the blank

Japanese Primary School lasts for .....

Q 7: What are the main divisions of Secondary school in Japan?

.....

.....

Q 8: Mention two higher educational institutions in Japan.

.....

.....



11.12 LET US SUM UP

In this unit we have already discussed about:

- Educational administration in Japan is based on democratic foundation. The educational administrative machinery in Japan is a three tier set up and highly decentralized. These are National prefectural, and

Municipal. Delegation of power the people is remarkable. This is undoubtedly a clear sign of democratic administration.

- Formal education in Japan started when the Chinese language system was introduced into Japan in about 500 A.D. At that time only the aristocracy had access to education through schools that primarily taught Confucianism and Buddhist thought and practice.
- During the Kamakura Period (1185-1333) and the Muromachi Period (1333-1573), Japanese education paralleled the militarism of the times. With the rise to power of the *bushi* (warrior class, made up of samurai) and the *shogun* (chief lord and military dictator), education in the cities and countryside added skills for warfare to the religious training.
- The early modern period in Japan comprises the years of the Tokugawa Period (1600-1868), during most of which Japan remained isolated from the rest of the world. One positive byproduct of this isolation was that the country could focus on the development of its own culture, including the educational system.
- Japanese primary school lasts for six years. In Japan, the school system is generally called the ¯6-3-3-4 year system, which expressly places primary school education as the foundational stage of the entire school system. Although there are kindergartens for preschool education, these kindergartens do not form a part of the compulsory education system.
- Secondary education in Japan comprises two main divisions: lower secondary (also called middle school or junior high school) and upper secondary (also called high school or senior high school).
- The Japanese higher education system is a very powerful tool for their national politics and culture. The Academic accomplishments of the students studying in Japan are higher and befitted the international criteria and standards. The general policy, management and administration are under the authority of the Ministry of Education.
- There are several types of teacher education institutions in Japan: Schools of teacher education in national universities, “semi” schools of teacher education, graduate schools of education, professional

schools (departments) of education, other schools/colleges than education schools, junior colleges, advanced programs to be completed after a bachelor's or junior college program, and teacher education programs of specialized training colleges recognized by MEXT.



11.13 FURTHER READING

1) Curtis, S.J. (1957), History of education in Great Britain, University Tutorial Press LTD.

2) Sharma R.A. (2011), Comparative Education, E. Lall Book Depot, Meerut.

3) Rai B.C. (2012), Comparative Education, Prakashan Kendra, Lucknow.

4) Srivastava S.K. (2015), Comparative Education, Anmol Publications PVT. LTD., New Delhi.



11.14 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No. 1: True.

Ans to Q No 2: Formal education in Japan started when the Chinese language system was introduced into Japan in about 500 A.D.

Ans to Q No 3: The main responsibility of Ministry of Education, Science and Culture are administration, promotion, as well as development of the different types of education such as school education, technical education, higher education, teacher education, women education, social education, science, culture and international education.

Ans to Q No 4: The prime duty of Elementary and Secondary Education Bureau is to promotion of elementary education and special education.

Ans to Q No. 5: Any three Responsibilities of Prefectural are –

1. Manage the wide variety of educational units in the prefecture, from secondary schools and schools for the handicapped to museums and public libraries
2. Promote events and activities related to physical education and the social education of youth
3. Provide advice and financial assistance to the mayors and municipal boards within the prefecture.

Ans to Q No 6: Six Years.

Ans to Q No 7: Secondary education in Japan comprises two main divisions: lower secondary (also called middle school or junior high school) and upper secondary (also called high school or senior high school).

Ans to Q no 8: Universities (Undergraduate): There are national, public and private universities in Japan. The duration of studies in an undergraduate university is 4 years with the exception of medical specialty, dental medicine, pharmacy, and veterinary science department, which needs six years of study.

Junior Colleges: The duration of studies at a Junior College is two years or three years depending on the department. The Junior Colleges mainly focus on the following departments- home economics, education, nursing, humanities and sociology.



11.15 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What are the educational machineries in Japan?

Q 2: What is meant by “Daigakuryo”?

Q 3: What is the main responsibility of Ministry of Education, Science and Culture?

Q 4: What are the activities of Higher Education Bureau in Japan?

Q 5: What is Physical Education Bureau in Japan?

Q 6: How many prefectures are there in Japan?

Q 7: What are the four main groupings of Junior High School Curriculum?

Q 8: Mention five types of higher educational institutions in Japan.

Q 9: When did a Teacher Certification Law was established in Japan?

Q 10: Mention two types of teacher education institution in Japan.

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

Q 1: Discuss the Educational Administrative System in Japan.

Q 2: Explain the curriculum of Primary Education in Japan.

Q 3: Discuss the structure of Secondary Education in Japan.

Q 4: What are different types of higher education degree awarding institutions? Explain.

Q 5: Write a detail note on Teacher Education in Japan.

*** ***** ***

UNIT 12 : EDUCATION IN GERMANY

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Historical Background
12.4 Features of Education
12.5 Educational Administration
12.6 Pre-primary Education
12.7 Primary Education
12.8 Secondary Education
12.9 Higher Education
12.10 Teacher Education
12.11 Let Us Sum Up
12.12 Further Reading
12.13 Answer To Check Your Progress
12.14 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- conceptualise historical development of education in Germany;
- know the nature and features and administration of education in Germany
- know the different stages of education and its present status in Germany
- develop understanding about the teacher education in Germany;

12.2 INTRODUCTION

Germany, a member of the European Union; officially known as the Federal Republic of Germany, is a country which is situated between the Baltic and North seas to the north, and the Alps to the south. The history of the nation indicates that the state was a part of Holy Roman Empire.

Following the Napoleonic wars and the dissolution of the Roman Empire in 1806, the German confederation was formed in 1815. Later Germany became a nation state, but after World War I, the empire was replaced by Weimer Republic. After World War II, Germany was divided into West Germany and East Germany. West Germany was federal and East was democratic. First was the member of Eureopean economic community and later was a communist eastern bloc state. After the fall of communism the East Germany joined the federal republic of Germany on 3rd October, 1990. Since 1990, 16 Länder (states) constituted the Federal Republic of Germany. On 31st August 1990, the Unification Treaty (known as Einigungsvertrag–R2) was executed between the Federal Republic of Germany and the German Democratic Republic to create unity and harmony in the entire country in the field of education and culture. The treaty contained the fundamental provisions to ascertain a general basic educational structure, predominantly in the field of school education system and also in the paradigm of higher education and research. Germany is a developed country, which ranks very high in different socio-economic indexes. It is well known for its strong education system which is free and universal. It offers social security, a universal healthcare system and a free university education. The official language of Germany is standard German with over 95 percent of the country speaking Standard German or German dialects as their first language. The quality of German education is world renowned because of its well organized and highly accessible education to all students. Let see the historical background of the education system in Germany.

12.3 HISTORICAL BACKGROUND

Since 1949, Germany is a democratic and social state. The Basic Law of 1949 (R1) of this country determines the continuation of the traditional federal system particularly in the fields of education and culture. The Federalism becomes the historically grown regional structure of Germany. The entire education system in Germany can be symbolized by its social and ideological pluralism in addition to the principle of federalism adopted by the country. Germany is a federal republic and hence the historical

development of the German education system, educational federalism is one of the pervading structural characteristics. As of December, 2011, for administrative purposes, Germany has been divided regionally into 16 Länder (states) including three city states (Berlin, Bremen and Hamburg), 22 administrative regions (in German language, called Regierungsbezirke), 402 districts (Kreise) which comprise 107 municipalities having the status of a district (kreisfreie Städte) and 295 rural districts (called Landkreise in German language) and 11,292 municipalities (called Gemeinden in German language).

Hans-Georg Kotthoff has rightly observed that although centralist Prussia took a prominent role in the shaping of the modern German model of education in the late 18th and 19th centuries, the politically diverse German Lander have always enjoyed a rather far reaching cultural and educational sovereignty. In the 18th century, it was Kingdom of Prussia which introduced eight-year free and general compulsory primary education. Following the Napoleonic wars (in 1810), Prussia introduced the requirement of state certification for the teachers that elevated the effective standard of teaching significantly. In 1812, Abitur (the final examination after completion of the academic secondary level) was implemented in all secondary schools in Prussia and it was extended to all schools of Germany in the year 1871. Teacher training colleges were also established for prospective teachers by the state in the elementary grades. Historically, on German culture, Lutheranism had a powerful influence in educational environment. In Germany, Martin Luther immensely encouraged for obligatory schooling so that all people in the country could be capable of reading and understanding the Bible. This concept of reading and understanding the Bible became very popular throughout Germany. From then, public schools of Germany generally had religious education which was offered by the different churches of the country in close collaboration with the state government. In 1871, when the German Empire was formed, the school education system became more centralized for many reasons.

The Weimar Republic then set up free and also compulsory four-year duration elementary school known as Grundschule. After the ending

of First World War In the period from 1933 to 1945, during the Nazi era, significant changes were occurred in the education system of Germany. Teaching and also learning of Nazi ideologies was purposefully introduced to the education system; however, the basic or elementary education system was unchanged. 'The Hitler Jugend' in fact took only those special students (age range 7-18) who could take part in the battle for Germany. Therefore, at that time, the children were taught in the school more about the Nazism but other than proper education for healthy development. On the other side, The GDR of East Germany controlled by Soviet Union established its own education system during 1960s. After the end of Second World War, the Allied powers comprising Soviet Union, France, UK and the USA decided that Nazi ideology of Hitler had to be eliminated from the school education curriculum. They proposed to bring such education systems which could nurture their own ideas and principles in their individual occupational zones. This four power directives of 1947 reforms may highlighted as- a) equal educational opportunity to all b) free education c) compulsory fulltime school attendance for 6-15 age children. In 1949, as soon as West Germany attained partial independence, its new constitution called Grundgesetz made provision of autonomy in education to the different state governments. This provision led different school systems in different states which made difficult for the pupils to continue schooling while they needed to move between states. Since the 1990s, after re-unification, the responsibility for the entire education system in Germany is determined by the federal structure of the state. The Federation and the Länder (states) thus mutually agreed to cooperate in development of education system of Germany. After 2000, some new trends have been introduced in the education system of unified Germany such as confirming national standards on quality of teaching-learning, increasing practical or realistic orientation in the curriculum of teacher training programme, transfer of some specific responsibilities from the Ministry of Education to the local school authorities and increasing number of private schools (Wikipedia contributors, 2019, September 29). Germany has a well established, well organized education system with strong infrastructural facilities across all dimensions (OECD, 2014).



CHECK YOUR PROGRESS

Q 1: From when Germany is a democratic and social state?

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Q 2: When did Nazi ideologies purposefully introduced to the education system?

.....

.....



ACTIVITY 12.1

1. Find out the political and economic history of Germany which affected on the education system of Germany.

12.4 FEATURE OF EDUCATION

Some features of education system in Germany are mentioned below:

(i) In Germany there are four levels of administrations of education- Central level, State level, Local level and Institutional level. In Germany, there is no such board controlling the school education system. The Minister of Education and Cultural Affairs of the respective state of Germany are solely responsible for framing curriculum of the school education in broader perspectives.

(ii) In Germany, general education and also vocational training enjoy high status in the society as well as financial and administrative support.

(iii) In the education sector, there are no such legislative provisions in Germany on the language or medium of instruction in the classroom. Normally, German is the verbal communication of instruction in general education schools, vocational schools and also in the higher education institutions. But the exceptions are there in the school education sector. In certain privately-maintained schools and all bilingual schools, mother tongue is the verbal communication in the class room for children

whose native language is not German.

(iv) The secondary education in Germany gives importance to enhance the intellectual, emotional and physical development of students i.e. the all round development of the pupil, encouraging them to be an independent person and capable to take personal, social and political responsibility.

(v) Germany, being a part of western culture and so nurturing on naturalistic or pragmatic view of philosophy, gives more importance on development of vocational skills among the students

(vi) In Germany, the Ministries of Education and Cultural Affairs in the states are responsible for framing curriculum. To make any changes or revision in the curriculum, a commission is appointed which comprises teachers, school inspectors, and representatives of school research institutes in the state as well as subject matter specialists from higher education institutions in Germany.

(vii) In 2016, the percentage of GER of female and male students in Germany was 99.06% and 104.59% respectively. The Gross Enrolment Ratio in education in Germany is nearly hundred percent.

(viii) In Germany there is no external examination (regulated by the state) after grade 10. After grade 10, pupils generally move up to the next grade as recommended by the teachers' conference (Lehrerkonferenz) or Klassenkonferenz (Group of those teachers of the school who take the responsibility of a particular class).

(ix) In Germany, funding of education is the responsibility of the Land (state) and the local authorities. But in India, this responsibility is shared between Central, State and the Local authorities.

(x) In Germany, inter-state comparative examinations are being held across the states to compare the performance of the students belong to different states and also to provide nationwide grade-based evaluation in secondary level.

(xi) Germany has the special constitutional laws regarding the implementation of values and ethics in school education curriculum. German constitution considers the religious education (a form of

imparting values and ethics to the students) as an obligatory subject for all school students. Religious education (one way to deliver instruction about values and ethics) is compulsory subject in upper secondary curriculum in Germany

(xii) Teaching foreign language in Germany is an integral as well as essential component of fundamental general education in case of lower secondary educational level from grade 5 and from grade 7 this foreign language also is a central component of individual specialisation.

12.5 EDUCATIONAL ADMINISTRATION

Germany is a strong democratic and social state in this world and the Basic Law of Federal Republic of Germany has firmly established the extension of the traditional federal order among the states and also particularly in the field of education, science and technology and culture. In Germany, the federalism becomes the historically grown regional structure in the country. The main characteristics of education system of Germany in terms of governance are: (1) limited role of the central level; (2) centralized administration at state level; (3) separation of the governance of education from other sectors; and (4) lastly, restricted although growing role and responsibility of the local authorities (OECD, 2012).

According to article 30 of the German constitution, 'the exercise of government powers and the discharge of governmental functions are incumbent on the Lander insofar as this basic law does not otherwise prescribe or permit'. For the education system, the Landers have the legislative and administrative competence for all issues of cultural policy and administration. The role of federal government in education is therefore formally restricted to indirect interventions through federal bodies like 'Standing conference of Ministers of Education and Cultural Affairs, Kultusministerkonferenz (KMK)', which has no legislative power but rather serves as an instrument for the coordination of educational policies. However recently the role of the federal government in education has been strengthened. The administration of the German education system thus can best be described as a 'multi central system'.

In the Federal Republic of Germany, the entire education system of the country is divided into five main segments

1. Early childhood education
2. Primary education
3. Secondary education
4. Tertiary education
5. Continuing education.

The entire education system of Germany is controlled by both the individual 16 states and the Central (federal) government. In Germany, at the national or central level, Federal Ministry of Education and Research (in German language called- 'Bundesministerium für Bildung und Forschung', also called BMBF) formulates policies for the entire country in case of vocational education, tertiary education and external or foreign affairs related to education. On the other hand, different states of Germany have their own education ministries and they have their own regulations for school education, higher education, adult education and also continuing education in their respective jurisdiction. Though, there is a central ministry for education in Germany, but the school education is mainly controlled by the individual states. In Germany, the Standing Conference of the Ministers of Education and Cultural Affairs of the states (which is called in German language- Kultusministerkonferenz) takes the responsibility to coordinate between central government and different state governments in terms of formulating new education policies as well as their effective executions in real situations. States also regulate the governance, financial allocation and management of higher education institutions. Universities in Germany are also generally included under the state administration.

In Germany, government or public schools are controlled and managed jointly by the concerned state and the local authorities (called Kommunen). The cost for the remuneration of the teaching staff of the schools is provided by the state and the expenditure for the salary of the other staff or for different material costs are provided by the local authority of the state. The local bodies in a state such as municipalities, rural districts etc. which are authorized by the state regulations for new establishment

and maintenance of schools in their areas of jurisdiction and which provide financial assistance to schools, are described in Germany as School Maintaining Bodies (Schulträger). In case of administration at the local level of vocational education in Germany, different organizations/bodies of the economy (like chambers of commerce and industry, chambers of handicraft, agriculture etc.) are authorized for the monitoring of in-company vocational training courses, and also for conducting and supervising final examinations.

Educational administration at the institutional level in Germany is headed by the Head-teacher of the school or institution. The highest authority in the school is the Head teacher, who is called 'Rektor'. The Rector is responsible for daily pedagogical work and educational duties in the school as a whole. Duties and responsibilities of the Rector (head teacher) in Germany have been assigned in the Education Act and in educational regulations of the state.



CHECK YOUR PROGRESS

Q 3: Mention two features of education system of Germany.

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Q 4: What are the segments of education system of Germany?

.....

.....

12.6 PRE-PRIMARY EDUCATION

In Germany, attendance in Pre-Primary or Early childhood education is generally voluntary or optional in almost all the states, however, the states can make it compulsory. The compulsory schooling in case of general education starts at the time of six years age of a child in the Federal Republic of Germany and the duration of this compulsory schooling is about nine years or ten years of full time schooling (it is ten years in the states-Berlin, Brandenburg, Bremen and Thüringen). As a rule, every child including disabled child is also required to complete their compulsory education

The German ECEC system is an integrated system that is under the auspices of the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (BMFSFJ). In Germany, the concepts Bildung (education), Betreuung (care) and Erziehung (upbringing) are deeply intertwined, and a holistic approach is always implemented in German ECEC services. Generally, children aged 0-2 attend crèches, called Krippen (according to ISCED 2011 this educational level can be classified as ISCED 01), children aged 3 to school entry attend Kindergarten (according to ISCED 2011 this educational level can be classified as ISCED 02). A large number of children attend mixed-age childcare centres, referred to as Kindertageseinrichtung mit Kindern aller Altersgruppen (children aged 0-6). Germany is among the few OECD countries (alongside Finland, Norway and Sweden) where there is a legal entitlement to ECEC (centre and home based) for all children aged from 1 to school entry. And some Länder offer free provision for certain age groups (OECD). In Germany, funding responsibilities are shared between states; regional (Länder) and local level (municipalities), whereas almost all other responsibilities are at the regional or local level. The OECD definition states that “the term early childhood education and care (ECEC) includes all arrangements providing care and education for children under compulsory school age, regardless of setting, funding, opening hours or programme content” (OECD, 2001).

Many Länder have integrated curriculum frameworks that cover both ECEC and primary school aged children, which may foster the quality of ECEC services across age groups. In pre-primary education (ISCED 02) there are about 10 children per state-recognized educator in Germany. In Germany, the preferred term to refer to a pre-primary teacher is a state-recognized educator (Erzieher/in). At the pre-primary level (ISCED 02), auxiliary staff (i.e. support staff for state-recognized educators in Germany) works directly with children. In Germany, there are on average 39 weeks of direct contact with children in pre-primary education. In Germany in 2013, 29% of 0-2 year-olds participated in some form of formal ECEC, such as centre based services, or other forms of organized/registered ECEC like family day care (Tagespflege) or pre-school classes (Vorklassen).

12.7 PRIMARY EDUCATION

The duration of the primary education in Germany is relatively short (from Grade 1 to 4) and it is four years in almost all the states. Primary school or elementary school in Germany is known as *Grundschule*. The very first term in German primary education starts around the beginning of September. From ages six to ten, children go through four years of school at a primary level. However, some primary schools and private institutions run for six years; that means your 5th-grade age would be 11 and a 6th-year student would be 12 years old.

The core objective of the German primary education is development of essential understanding, skills, abilities and key competences amongst pupils. Subjects taught in German primary schools are German language, mathematics, general studies, foreign language, art, handicrafts/textile design, music, sports, and religion/ethics. They also teach intercultural, mint, media, health, musical-aesthetic, sustainable development, and values education.

Learning objectives in primary schools are attained through engagement of pupils in planning, running, analyzing study subjects (lessons) in an adapted way, which goes along with their knowledge, interest, curiosity and concerns. Students are also encouraged to take part in organizing initiatives and interdisciplinary projects of the school.

Primary school textbooks in Germany, used as study reference, have to be approved the respective Ministry. People suffering long-term or permanent illness or physical incapacity who couldn't attend primary education lessons they may well receive such education at their homes.

Moreover Germany offers special primary education scheme for children of the professional travelers, who cannot attend regular primary education. Schools like School for Children of Professional Travelers "*Schule für die kinder beruflich Reisender*" offer separate education for such group of children, during the period they're not traveling.

12.8 SECONDARY EDUCATION

The secondary education in Germany can be divided into two parts- lower secondary and upper secondary. The lower secondary level of education in Germany starts at the grade 5 (at the age of 10) in most of the states and ends at grade 9/10. It is called 'Sekundarstufe-I'. On the other hand, upper secondary level of education which is called 'Sekundarstufe-II' starts from grade 11 to 12/13 in most of the states in Germany. Variety of educational programmes and different categories of schools exist at the lower as well as upper secondary level of education in Germany:

1. **Hauptschule-** This type of school provides basic general education; normally covers lower secondary level grades 5 to 9/10 and leads to vocational education and training. The introduction of the term 'Hauptschule' was the result of the 'agreement of hamburg' of the KMK in 1964 and replaced the upper Volksschule which had been the main school type for the vast majority of children mainly from the lower classes. Next to the Realschule and the Gymnasium the Hauptschule is supposed to be the third main pillar of secondary schooling.
2. **Realschule-** This type of school provides extensive education which leads to vocational education. It is general secondary school; normally covers grades 5 to 10); the curriculum is quite similar to the Hauptschule mostly targeted towards the labour market and offers vocational orientation. By offering a second optional foreign language to its pupils the Realschule leaving certificate does not only qualify for vocational training but may also qualify depending on the final grades achieved, for the upper secondary phase of the Gymnasium or various types of vocational upper secondary schools.
3. **Gymnasium-** This is an advanced secondary school which provides in-depth education. It provides lower and upper secondary education from grade 5 to grade 12 or 13 and covers lower and upper secondary school phase. It got high reputation and popularity in Germany as it offers the direct path into higher education after successful completion of the Abitur.

4. **Gesamtschule-** This is a comprehensive and integrated type of school from grade 5 to 12/13 which provides lower as well as upper secondary education; provides various types of programmes (unified) in one school. This type of schools was initially introduced as part of an educational experiment in all the West German lander in the mid-1960s. In 1982, KMK declared the recognition of Gesamtschule leaving certificate and thus accepted the type formally as lower secondary school in Germany.
5. **Alternative schools-** This type of school is normally non-government schools for example- religious-affiliated schools and Free Waldorf-schools, and
6. **Special education schools-** This type school- 'Sonderschulen/ Förderschulen' provide special education for special child.

After completing the lower secondary education in Germany, pupils with age of 15 or 16 can take admission in any one of three main types of upper secondary schools: (1) in Gymnasium (advanced academic school); (2) in Berufsoberschule, Fachoberschule which provide full-time vocational secondary education; and (3) in Berufsschule where general education is combined with practical based workplace training.

In general, the aims and objectives of secondary education of Germany may be grouped into five main areas:

a) Individual: Harmonious development of individual potential and character.
b) Social, cultural and promoting values: To develop a fair society, to recognise the cultural as well as linguistic diversity of society; to create proper values; to promote democracy or citizenship education
c) Knowledge, skills, standards: raising standards; stimulating skills and creativity; preparation for the information society;
d) Economic: To enhance employability, productivity and enhancing the national economy;
e) Extending learning: To raise participation in post-secondary education; preparing for lifelong learning (Greenaway, 2000) .

The secondary education system of Germany is strikingly different as its Secondary education consists of lower secondary level (in German language called- Sekundarstufe I) and upper secondary level (in German language it is called as Sekundarstufe II). Secondary level education offers three types of education-

i) general education,
ii) a combination of general and vocational education, and
iii) only vocational education

As per an agreement in the month of December, 1993 which was also amended in the month of June, 2006 by the Standing Conference of the Ministers of Education and Cultural Affairs of the states of Germany, the lower secondary schools should try to achieve the following goals-

- To enhance the intellectual, emotional and physical development of students i.e. the all round development of the pupil, encouraging them to be an independent person and capable to take personal, social and political responsibility
- To provide academic instructions so that they can achieve age related conceptual knowledge;
- To enhance the degree of specialization keeping in view with students abilities and inclinations towards a certain subject or topic.

The secondary education system in Germany is rather complex, as a multi tracked secondary school level is a distinctive feature of the German education system. Following the primary school which is attended by all children, there are in addition to the numerous special (needs) schools.

In Germany, upper secondary level of education helps a student to achieve a qualification which is termed as 'higher education entrance qualification'. Principal aim of learning in the upper level of education at the school 'Gymnasium' (one type of upper secondary school) is to attain the degree 'Allgemeine Hochschulreife' (General University Entrance Qualification) which entitles a student to enter in higher education and also enables to carry out a course of vocational education. There is no such school board in Germany governing the school education as in India. In Germany, it is the responsibility of the state government, specifically the

responsibility of the Ministry of Education of the state for framing regulations governing the secondary education of the country. All the 16 states of Germany are bound to act in accordance with predefined standard of education which essentially stipulates objectives of education of the country at different levels. The whole country has adopted the subject-centric curriculum approach at the secondary level with special emphasis on learner-centred tasks in delivering instruction at the class.

Regarding the different categories of schools in Germany and also different types of courses in lower secondary (Sekundarbereich I) level of education, in 2012, the 'Kultusministerkonferenz' (conference of the Ministers of education of different states in Germany) formulated a framework schedule related to the curriculum for grades 5 to 10 about certain important core subjects. These core courses are German (language), Mathematics, the first foreign language, natural and social sciences. Arts, Music as well as Sports are also among the other compulsory or optional subjects offered at the lower level of secondary education. In Germany, second foreign language is obligatory subject at Gymnasium (special type of secondary school) for the grades or classes 7 to 10. But, in other kind of schools in Germany, the subject of second foreign language has been presented in most of states as an optional subject at lower secondary level. In lower as well as upper secondary levels of education in Germany, the emphasis on natural sciences as well as education in technical subjects (MINT subjects-Mathematics, Information Technology, Natural Science and also Technology) is currently getting more importance.

At the upper secondary level of 'Gymnasium' (one type of advanced secondary school in Germany comparable to Grammar school of UK), the total school year is divided up into a one-year of introductory phase and a two-years of qualification phase. At the upper secondary level, subjects are grouped together under three main areas. These three main compulsory areas are listed below:

- Languages, art and also literature (for example- German, foreign languages, fine art, music etc.)
- Social sciences (geography, elements of history, fundamental of

philosophy, social studies, economics etc.)

- Natural sciences and Mathematics and also elements of Technology (subjects like- Mathematics, Chemistry, Biology, Physics, Information Technology etc.)

Each of the three subject areas is present up to the 'qualification phase' and so ultimately in the final examination called 'Abitur' (final examination after grade 12). Religious education is also mandatory subject at the upper secondary level of education in Germany. In Germany, about two-third of the young population undergoes vocational education and training for two or three years in dual (workplace and school) system of the secondary education.

12.9 HIGHER EDUCATION

After 13years of schooling in secondary education, a student appeared in Abitur and joined in any course of higher education at Universities. In Germany, number of students possessing the requisite academic interest and competence to persue higher education is comparatively small. After taking the amount of instruction prescribed by law, in a minimum period of 4 years, students appears in a carrier examination of the state (called state examination), by which he or she may go to the profession. Germany is renowned for its excellent higher education system. German degree courses include a wide range of subjects, with some courses taught in English. Tuition fees are not charged at Germany's public universities, even for international students. This, coupled with an excellent reputation for offering world-leading technical degrees, is why Germany is such a popular choice with international students.

Higher education institutions or Universities are the state institutions, have the right to self administration within the framework of the law. There are three main types of university in the German Higher Education System. These are:

- Academic Universities
- Universities of Applied Sciences
- Specialist colleges of Art, Music, or Film.

Universities in Germany are either public or private. Public universities represent the majority of institutions and are heavily subsidized by the government, which means they do not charge tuition fees. Of the private (fee-paying) universities in Germany, the vast majority are Universities of Applied Sciences.

German universities tend to place a high importance on research and academic freedom. Technical degrees are also an important aspect of the German university landscape.

There are two semesters in Germany: a winter semester (October to March) and a summer semester (April to September).

12.10 TEACHER EDUCATION

The organization of teacher education in Germany is closely linked to the organization and the school system. The model of teacher training in Germany is not uniform in the whole country. It is regulated by the respective state by their own legislations. The Ministries of Education of the state has the responsibility for conducting effective initial training for the all aspirant school teachers. The state regulates and supervises initial training of the teachers by certain study regulations and also by proper examination regulations. The minimum qualification for entry in initial teacher training courses in Germany is the Higher Education Entrance Qualification (in German language- „Hochschulreife), which is obtained after completing 12 or 13 years of schooling and upon successfully qualifying the Abitur examination.

In Germany, initial teacher training is divided basically into two phases:

(1) Studies in the university, colleges of education, colleges of art and music or equivalent institution of higher education;

(2) The preparatory service which provides pedagogic or practical training in training schools or in special teachers training institutes (Studienseminare).

At the end of the first segment of the training, an examination is taken and it is called ‘First State Examination’. In the second phase of teachers

training (i.e. in preparatory service), the aspirant teacher aspirants have to attend and also to deliver instruction in a school under the regulation of a guiding teacher-educator. During this second segment of teachers training courses, the aspirant teachers have to qualify a number of examinations about pedagogy and teaching methods of their individual subject. The second phase of the training ends with an examination called the 'Second State Examination'. To qualify in this examination is a prerequisite for ultimate recruitment in the teaching profession.

The duration of the training courses for teaching careers in different types of schools in Germany is different. The tenure of the first phase of initial teachers training to join in a lower secondary school is 3.5–4.5 years (varies state wise) at the university and the duration of its second phase is further 18-24 months (also varies state wise) of practical and pedagogic training in the training school. To become an upper secondary school teacher, this initial teachers training lasts for at least 4.5 years of study at university, with additional at least 24 months of practical training in training schools. The duration of the first and second phase of training courses depends on the particular state of Germany.

In-service teachers training is also an important aspect of the training programme for the teaching profession in Germany. In-service teacher training is organized in the state at three levels-central, regional and local. Many universities or higher education institutions provide follow-up and supplementary training courses for the existing in-service teachers in Germany. This training programme usually organized in the form of different seminars, conferences, and study groups, educational trips etc.

Most of the German school teachers have the status of civil servants. By the 'Act on Civil Service Law Reform' adopted by the Parliament in Germany, the element "pay-for-performance" has been introduced and in the new career paths of public servants, there are no promotion based on seniority but on performance.



CHECK YOUR PROGRESS

Q 5: What are the different types of universities in Germany?

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12.11 LET US SUM UP

In this unit we have discussed the following matters:

- Germany, a member of the European Union; officially known as the Federal Republic of Germany, has a strong education system, renowned in the world because of its well organized and highly accessible education to all students.
- The Federalism becomes the historically grown regional structure of Germany. The entire education system in Germany can be symbolized by its social and ideological pluralism in addition to the principle of federalism adopted by the country.
- Historically, on German culture, Lutheranism had a powerful influence in educational environment. In Germany, Martin Luther immensely encouraged for obligatory schooling so that all people in the country could be capable of reading and understanding the Bible.
- Since the 1990s, after re-unification, the responsibility for the entire education system in Germany is determined by the federal structure of the state. The Federation and the Länder (states) thus mutually agreed to cooperate in development of education system of Germany.
- Germany, being a part of western culture and so nurturing on naturalistic or pragmatic view of philosophy, gives more importance on development of vocational skills among the students
- In Germany, funding of education is the responsibility of the Land

(state) and the local authorities.

- Teaching foreign language and religious education in Germany is an integral as well as essential component of fundamental general education.
- The compulsory schooling in case of general education starts at the time of six years age of a child in the Federal Republic of Germany and the duration of this compulsory schooling is about nine years or ten years of full time schooling.
- Many Länder have integrated curriculum frameworks that cover both ECEC and primary school aged children, which may foster the quality of ECEC services across age groups



12.12 FURTHER READING

1) Hans-Georg Kotthoff (2011): 'Between excellence and equity: the case of the German education system', Revista Espanola de Education Compared 18 (2011), 27-60 ISSN 1137-8654
2) Biswas, A., & Aggarwal, J.C. (1972). Comparative Education. New Delhi, India: Arya Book Depot.
3) Rai B.C. (2012), Comparative Education, Prakashan Kendra, Lucknow.
4) Srivastava S.K. (2015), Comparative Education, Anmol Publications PVT. LTD., New Delhi.



12.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Since 1949, Germany is a democratic and social state.

Ans to Q No 2: After the ending of First World War In the period from 1933 to 1945, during the Nazi era, significant changes were occurred in the

education system of Germany. Teaching and also learning of Nazi ideologies was purposefully introduced to the education system; however, the basic or elementary education system was unchanged.

Ans to Q No 3: Two features of German education system are-

- In Germany there are four levels of administrations of education- Central level, State level, Local level and Institutional level. In Germany, there is no such board controlling the school education system. The Minister of Education and Cultural Affairs of the respective state of Germany are solely responsible for framing curriculum of the school education in broader perspectives.
- In Germany, general education and also vocational training enjoy high status in the society as well as financial and administrative support.

Ans to Q No 4: The segments are-

1. Early childhood education
2. Primary education
3. Secondary education
4. Tertiary education
5. Continuing education.

Ans to Q No 5: There are three main types of university in the German Higher Education System. These are:

- Academic Universities
- Universities of Applied Sciences
- Specialist colleges of Art, Music, or Film.



12.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What are the four level of administration of education in Germany?

Q 2: What is the purpose of secondary education in Germany?

Q 3: Who is the responsible authority for framing curriculum?

Q 4: Mention two main characterstics of education system of Germany in terms of Governance?

Q 5: What are the five main segments of education system in the federal republic of Germany?

Q 6: What is the duration of primary education in Germany?

Q 7: What is Grundschule?

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

Q 1: Discuss the educational administration system in Germany.

Q 2: Write a note on school education system in Germany.

Q 3: Briefly explain the teacher education system in Germany. Make a comparative note with teacher education in India.

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UNIT 13 : EDUCATION FOR PEACE

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Concept of Peace

13.4 Definition of Peace

13.5 Types of Peace

13.6 Peace Education

13.7 Education for Peace

13.8 Role of United Nations (UN) for maintaining peace

13.9 Educational Programme for United Nations Educational, Scientific and Cultural Organization (UNESCO)

13.10 South Asian Association for Regional Cooperation (SAARC)

13.11 Let Us Sum Up

13.12 Further Reading

13.13 Answer To Check Your Progress

13.14 Possible Questions

13.1 LEARNING OBJECTIVES

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

- conceptualize and define peace;
- know about education for peace;
- describe the role of UN in maintaining peace;
- develop understanding about the significance of UNESCO and SAARC in restoration of peace through educational programme.

13.2 INTRODUCTION

Understanding of peace, social justice and moral values, and of their application to the real life of individuals, can be inculcated through education offered in school and colleges. Peace is not merely an absence of violence. It is something more since it is also a positive state of mankind

as well as a constructive goal of person, society and mankind. In this unit, you will get to learn about the concept of peace as well as education for peace. Moreover, for your further knowledge, the role of UNESCO, UN and SAARC for maintaining world peace are added in this unit.

13.3 CONCEPT OF PEACE

The term peace is used in a wide sphere. It seems that peace has a variety of meanings that are different in accordance with the context of usage. Literally, the word peace is derived from the original Latin word "pax", which means a pact, a control or an agreement to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people. According to the American military history, the word peace essentially means ¯the absence of war. Therefore, by militaries views, they fight wars to win the peace, or they use force to maintain peace. In military paradigms, peace is seen as an ultimate or ideal goal rather than a means to an end. Historically and politically considering in accordance with the American military history's point of view, it is understood as to why peace is mostly defined as an absence of war. This is because in the history of human society, wars of various kinds were fought. Whenever wars occur, people need peace and ask for peace. Peace that people needed and asked for is the state of the absence of wars, the state of having no fights. However, many peace scholars do not agree with giving an emphasis on peace in the sense of an absence of war only. Peace, in their opinions, is something more meaningful, valuable and important than that.

13.4 DEFINITIONS OF PEACE

Peace has been defined by different renowned persons according to their perspectives. Some of them are stated bellow for our better understanding.

According to Albert Einstein's view, peace is not only an absence of war, but it means or includes the presence of justice, law, order or government in the society as he said – Peace is not merely the absence of war but the

presence of justice, of law, of order – in short, of government.

Martin Luther King, Jr., a famous human rights activist is the one who was not satisfied with the definition of peace focusing only on the absence of the unhappy situations. In his view, peace must include justice in society too as in his saying. True peace is not merely the absence of tension: It is the presence of justice.

His Holiness, the 14th Dalai Lama, said – Peace, in the sense of the absence of war is of little value…peace can only last where human rights are respected, where people are fed, and where individuals and nations are free. From his point, we can say that peace means respect for human rights, well-being of people and freedom of individuals and nations.

Baruch Spinoza (1632-1677), one of the famous philosophers in second half of 17th century gave his point of view on peace that peace was not an absence of war, it was a virtue, a state of mind, and a disposition for benevolence, confidence and justice.6 He gave importance to a virtue and a state of mind.

Jawaharlal Nehru (1889-1964) emphasized peace in the sense of a state of mind. Here is his view – Peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.

According to Johan Gultung, Norwegian peace scholar, the term peace and violence are linked. Peace is the absence of violence and should be used as the social goal. Gultung further stated that like a coin peace has two sides: negative peace and positive peace. Negative peace is the absence of personal violence; positive peace is an absence of structural violence or social justice.

As per the definitions and explanations shown above, peace is defined and explained in different ways. It has various meanings depending on the context of usage namely, peace literally defined seems to be something as a tool or means to end war or conflict. Peace if discussed and desired during the wartime or the time after war is the thing that is opposite to war. It means an absence of war and/or other hostilities. Peace in this

sense seems to be a main definition undeniably. However, even during the time without war it does not mean people are at peace and society is peaceful. Problems or hostilities are still there. That is why some peace scholars are not satisfied with only that meaning. From their own views, peace is a presence of more other good things like virtue, justice, order, good law, good government, good relationship, well-being, freedom, respect for human rights, security etc., or an absence of violence. On the other hand, if we focus on the state of mind, peace is calm, serenity, tranquility or peacefulness of mind. Furthermore, if we refer to the state of a place or an



CHECK YOUR PROGRESS

Q 1: What is the meaning of Latin word "Pax"?

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Q 2: Define the term peace.

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13.5 TYPES OF PEACE

Generally, peace is classified into two types: Internal peace and External peace.

Internal Peace

Internal peace is also known as inner peace. It is peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements. Internal peace is peace within oneself; it is derived from practicing or training of mind of an individual. Sometimes, a man can create and maintain his inner peace in the noisy surrounding or in the un-peaceful society. Internal peace is stressed in the field of religion, especially religions in the East. In the view of religions, this type of peace can be reached by means of prayer, meditation, wisdom

and other ways. Internal peace is essential; it is generally regarded as true peace and as a real foundation of peace in society or peace in the world.

External Peace

External peace is peace that occurs in society, nations and the world; it is a normal state of society, countries and the world and it is a state of peaceful and happy co-existence of people as well as nature. External peace, in order to see it clearly, can be described in its negative and positive sense as follows; negative sense: the absence of war, hostility, agitation, social disorder, disturbances, social injustice, social inequality, violence, violation of human rights, riot, terrorism, ecological imbalance, etc., positive sense: a state of social harmony, social justice, social equality, friendship or friendly relation, concord, public order and security, respect for human rights and ecological balance, etc.

However, types of peace, according to the World Council of curriculum and instruction, can be sub-classified into nine as follows:

1. **Intrapersonal peace:** The state of peace within man himself that means there is no conflict inside one‘s mind.
2. **Interpersonal peace:** The state of peace between a man and men; there are no conflicts between a man and men or one another.
3. **Intragroup peace:** The state of peace within groups; the state of having no conflicts in groups.
4. **Intergroup peace:** The state of peace between group and group; the state of having no conflicts among groups.
5. **Interracial peace:** The state of peace within race; the state of having no conflicts in each race.
6. **Interracial peace:** The state of peace between race and races; the state of having no conflicts among races.
7. **Intranational peace:** The state of peace within nations or countries; the state of having no conflicts in each nation or country.
8. **International peace:** The state of peace between a nation and the nations; the state of having no conflicts among nations.
9. **World peace:** It means that the countries throughout the world are said to be in the state of normalcy, absence of wars and conflicts, presence of justice and balance of control.

13.6 PEACE EDUCATION

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. Peace education is about helping students to understand and transform conflict in their own lives, in the community and in the world at large. It is part of all learning areas and is reinforced by people treating each other in positive ways in classrooms, playgrounds and in their families and communities.

James Page suggests peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others" .

Peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence.

13.7 EDUCATION FOR PEACE

An important statement that the E-9 Summit in New Delhi in 1993 made was: "Education is the only defence against war". World peace can be promoted through education. Peace education therefore is an important aspect to deal with this situation. Any attempt to define education in strict terms, would prove futile, as the most important features that characterize the notion of peace education are many and varied. Important works for peace education has been done in the past including works done by United Nations Educational Scientific and Cultural Organization (UNESCO). This includes the recommendation of 1994, on education for international understanding, peace, human rights and fundamental freedom. But in the present World of COVID 19 Pandemic, the challenge for educators in respect

to Peace Education all over the globe is to choose between going ahead with the present educational system, or preparing our younger generation for the kind of life each and every one of us aspires. In the contemporary situation, a culture of peace will be achieved only when the citizens of the world understand this global problem of COVID 19 Pandemic and empathetically participate to resolve conflicts and struggle for justice non-violently. They must live by the international standard of human rights and equality, and appreciate cultural diversity.

In the present World of COVID 19 Pandemic, Peace Education should be made an integral part of the curriculum. Parents, teachers, educators and peer-groups should be involved in the process of educating and upbringing of the children/learners. The educational institution is an extended family with the teacher acting as a role model or an example to be demonstrated to the students. In the present situation, the themes of justice, tolerance and peace have to be interwoven into the integral part of the curriculum at all the levels of education. The educational institutes thereby should focus on emotional well-being, focus on defining values and learning about peace, world citizenship, social responsibility, peace issues and religious values.



CHECK YOUR PROGRESS

Q 3: What is meant by external and internal peace?

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Q 4: What is international peace?

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Q 5: Fill in the blank

World peace can be promoted through .....

13.8 ROLE OF UNITED NATION (UN) IN MAINTAINING PEACE

The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective. The UN Security Council has the primary responsibility for international peace and security. The General Assembly and the Secretary-General play major, important, and complementary roles, along with other UN offices and bodies.

Security Council

The Security Council takes the lead in determining the existence of a threat to the peace or an act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. Under Chapter VII of the Charter, the Security Council can take enforcement measures to maintain or restore international peace and security. Such measures range from economic sanctions to international military action. The Council also establishes UN Peacekeeping Operations and Special Political Missions.

General Assembly

The General Assembly is the main deliberative, policymaking and representative organ of the UN. Through regular meetings, the General Assembly provides a forum for Member States to express their views to the entire membership and find consensus on difficult issues. It makes recommendations in the form of General Assembly Resolutions. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority, but other questions are decided by simple majority.

Preventive Diplomacy and Mediation

The most effective way to diminish human suffering and the massive economic costs of conflicts and their aftermath is to prevent conflicts in the

first place. The United Nations plays an important role in conflict prevention, using diplomacy, good offices and mediation. Among the tools the Organization uses to bring peace are special envoys and political missions in the field.

Peacekeeping

Peacekeeping has proven to be one of the most effective tools available to the UN to assist host countries navigate the difficult path from conflict to peace. Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate political processes, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; support constitutional processes and the organization of elections, protect and promote human rights and assist in restoring the rule of law and extending legitimate state authority. Peacekeeping operations get their mandates from the UN Security Council; their troops and police are contributed by Members States; and they are managed by the Department of Peace Operations and supported by the Department of Operational Support at the UN Headquarters in New York. There are 14 UN peacekeeping operations currently deployed and there have been a total of 71 deployed since 1948. In 2019, the Secretary-General launched the Action for Peacekeeping Initiative (A4P) to renew mutual political commitment to peacekeeping operations.

Peacebuilding

United Nations peacebuilding activities are aimed at assisting countries emerging from conflict, reducing the risk of relapsing into conflict and at laying the foundation for sustainable peace and development. The UN peacebuilding architecture comprises the Peacebuilding Commission, the Peacebuilding Fund and the Peacebuilding Support Office. The Peacebuilding Support Office assists and supports the Peacebuilding Commission with strategic advice and policy guidance, administers the Peacebuilding Fund and serves the Secretary-General in coordinating United Nations agencies in their peacebuilding efforts.

Countering Terrorism

The United Nations is being increasingly called upon to coordinate the global fight against terrorism. Eighteen universal instruments against international terrorism have been elaborated within the framework of the United Nations system relating to specific terrorist activities. In September 2006, UN Member States adopted the United Nations Global Counter-Terrorism Strategy. This was the first time that Member States agreed to a common strategic and operational framework against terrorism.

Disarmament

The General Assembly and other bodies of the United Nations, supported by the Office for Disarmament Affairs, work to advance international peace and security through the pursuit of the elimination of nuclear weapons and other weapons of mass destruction and the regulation of conventional arms.

13.9 EDUCATIONAL PROGRAMMES OF UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

United Nations Educational, Scientific and Cultural Organization (UNESCO) was formed on 16 November 1945. UNESCO has 195 Members and 8 Associate Members and is governed by the General Conference and the Executive Board. The Secretariat, headed by the Director-General, implements the decisions of these two bodies. The Organization has more than 50 field offices around the world and its headquarters are located in Paris.

UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights,

mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's mission and activities. UNESCO focuses on

- Attaining quality education for all and lifelong learning
- Mobilizing science knowledge and policy for sustainable development
- Addressing emerging social and ethical challenges
- Fostering cultural diversity, intercultural dialogue and a culture of peace
- Building inclusive knowledge societies through information and communication.

Education Sector of UNESCO

UNESCO's Education Sector is the largest in UNESCO with some 400 staff working at the Paris headquarters and spread across a global network of 53 field offices and specialized institutes and centres.

Since 2015, UNESCO has a new role leading the coordination and monitoring of the Global Education 2030 Agenda. The vision of the Education Sector, under the authority of the Assistant Director-General for Education, is captured in Sustainable Development Goal 4, which aims to "***ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***". The roadmap for the agenda is the Framework for Action.

With its close links with education ministries and other partners in 193 countries, UNESCO is in a key position to press for action and change.

Headquarters

Some 120 staff members work in the Education Sector in Paris. The Sector is composed of the Executive Office and four Divisions (Policies and Lifelong Learning Systems; Inclusion, Peace and Sustainable Development; Education 2030 Support and Coordination and the Global Education Monitoring Report).

Field Offices

UNESCO has 53 field offices where staff devoted to education maintain close relations with governments, development partners and civil society.

UNESCO Category 1 Institutes

UNESCO Category 1 Institutes work as part of UNESCO's Education

Sector to assist countries in tackling their particular education challenges.

- The International Bureau of Education (IBE) (Geneva Switzerland): works to enhance curriculum development and reform.
- The International Institute for Education Planning (IIEP) (Paris, France, Buenos Aires, Argentina and Dakar, Senegal): helps countries design, plan and manage their education systems.
- The UNESCO Institute for Lifelong Learning (UIL) (Hamburg, Germany): promotes lifelong learning policy and practice, with a focus on adult education literacy and non-formal education.
- The Institute for Information Technologies in Education (IITE) (Moscow, Russian Federation): assists countries in the use of information and communication technologies in education.
- The International Institute for Higher Education in Latin American and the Caribbean (IESALC) (Caracas, Venezuela): promotes the development of higher education in the region.
- The International Institute for Capacity Building in Africa (IICBA) (Addis Ababa, Ethiopia): helps strengthen Africa's educational institutions with a focus on teachers.
- The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) (New Delhi, India): specializes in research, knowledge-sharing and policy formulation for peace, sustainability and global citizenship.
- The UNESCO Institute for Statistics (UIS) (Montreal, Canada): as the official statistical agency of UNESCO, the UIS produces a wide range of indicators in UNESCO's fields of action by working with national statistical offices, line ministries and other statistical organizations.

Category 2 Centres

Category 2 Centres are recognized as an important extension of UNESCO's programme delivery arm and a means to raise UNESCO's profile in Member States. UNESCO's Education Sector works closely with 15 Category 2 Centres.

- Asia-Pacific Centre of Education for International Understanding

(APCEIU).

- International Centre for Girls' and Women's Education in Africa (CIEFFA).
- International Centre for Higher Education Innovation.
- International Centre for the UNESCO ASPNET (ICUA)
- International Mother Language Institute (IMLI).
- International Research and Training Centre for Rural Education.
- Office for Climate Education (OCE)
- Regional Centre for Adult Education (ASFEC)
- Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE)
- Regional Centre for Educational Planning (RCEP)
- South Asian Centre for Teacher Development (SACTD)
- Teacher Education Centre
- Regional Centre of Quality and Excellence in Education (RCQE)
- Institute for Educational Planning and Administration) (IEPA)
- Institute of Early Childhood Development (IECD)

13.10 THE SOUTH ASIAN ASSOCIATION FOR REGIONAL COOPERATION (SAARC)

The South Asian Association for Regional Cooperation (SAARC) was conceived in 1985 with the vision to increase cooperation among the nations of South Asia. The member states are all developing, post-colonial nations and this geopolitical organization was perceived to usher in an era of collective development through economic cooperation and regional integration.

The South Asian Free Trade Area (implemented from January 1, 2006) has been a notable achievement of this regional organization as it has increased trade. However, SAARC as a regional organization has not flourished because peace in the Indian sub-continent has been elusive and two major member states (India and Pakistan) remain hostile to each other. Deteriorating regional security environment and growth of terrorism in Pakistan and Afghanistan along with inter-state disputes remain the major limiting factors for this regional organization. However, there is scope and

need for greater cooperation. The member states are all plagued by problems of poverty, energy, and terrorism among many others. Collective functioning can help members achieve many of their developmental goals. The role of India as the regional powerhouse is crucial. India and Pakistan need to reconcile their differences and improve bilateral ties so as to ensure the full functionality of this regional organization.

SAARC member states have given special attention to enhance the level of literacy in the region by promoting the quality of education. Right from its inception, SAARC has focused on greater contacts among the people of the region through regular and frequent interchanges of scholars and academics. During the fourth SAARC Summit (Islamabad 1988) education was sought to be included as an important area of cooperation. In the eighth summit (New Delhi, 1995) member states pledged to initiate more concrete programmes aimed at eradicating illiteracy in the region. The year 1996 was observed as the 'SAARC Year of Literacy'.

The regional body has incessantly worked to ensure universal access to quality education and has undertaken several strategies to ensure that all children, particularly the girl child, have access to quality primary education. SAARC has recently pledged to promote greater cooperation in the field of vocational education. The success of such plans can have a positive impact on the problem of unemployment that affects the South Asian states.

SAARC nations have recently focused on implementing the New Delhi Declaration on Education which has been brought about by the BRICS states. The declaration aims to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. It envisions initiating actions to formulate country-specific targets within the broader scope of the Sustainable Development Goal 4 (SDG4) and integrate the SDG4 related targets with the national and subnational level education sector development programmes.

SAARC also promotes education by sponsoring scholarships for individuals from the member states in various fields like medicine, rehabilitation science, rural development and forest management.

The South Asian University (SAU) has been a major achievement of

SAARC. This University was predominantly envisioned by India. Presently it offers post-graduate and doctoral programmes in various disciplines like development economics, computer science, biotechnology, mathematics, sociology, international relations and law. It attracts students from all member nations and its degrees are recognized by all the eight SAARC countries. SAU conducted its first convocation on June 11, 2016 in New Delhi and 652 students were conferred postgraduate degrees. SAARC also promotes distance and open learning programmes and works closely with other international organizations in promoting education. SAARC and UNESCO have agreed to cooperate mutually so as to help member states achieve educational goals.

Culture

SAARC has been focused on encouraging greater cultural exchanges among its member states. In the tenth SAARC Summit (Colombo, 1998) the organization recognized the profound cultural continuum of South Asia as a historical basis for sustaining harmonious relations among the people of the region and welcomed the offer of Sri Lanka to host a meeting on the agenda of establishing a South Asian Cultural Centre. The organization has since then strived for protection, conservation and maintenance of South Asian Cultural Heritage and has taken various measures to enhance cultural cooperation among the member states. SAARC has organized numerous international film festivals to uphold various aspects of South Asian films. Such initiatives have significantly contributed to the promotion of culture among the SAARC countries.

The regional body has recognized culture as an important tool to bring the people of South Asia closer. They also stressed that cooperation in the area of culture was vital for reinforcing and projecting the distinct identity of South Asia. In 2007, SAARC planned to establish a SAARC Cultural Centre in Sri Lanka and a SAARC Museum of Textiles and Handicrafts in India. In 2014, the member states agreed to take measures to preserve and restitute the South Asian cultural property and create a SAARC heritage list.

The SAARC Cultural Centre (SCC) is an important achievement and was established in 2009 in Colombo. It is intended to function as a major meeting point for the artistic communities of the member states. It will provide the necessary facilities and conditions for individuals and groups in various fields of interest to meet and interact in a conducive environment. It is intended to cater to all forms of art such as performing arts, visual art and literature. It organizes a number of cultural activities annually among member states.

The SAARC Museum of Textiles and Handicrafts could be another important venue of cultural exchanges. The Government of India informed in 2016 that the infrastructural work of the museum been completed and the interior work was under process.

The way forward

The political mistrust between the two key members of SAARC, namely India and Pakistan remains the major limiting factor for this organization. Enhanced people to people contact may eventually lead to greater cooperation. In such a scenario, greater emphasis needs to be put on educational and cultural exchanges.

One can expect that with greater interactions and cooperation in education and culture, the political hostility between the two key South Asian players will diminish and the regional organisation will be able to realise its full potential. The role of the other member states in diffusing the tension through cultural and educational exchanges encompassing all the member states remains vital.



CHECK YOUR PROGRESS

Q 6: What is the role of UN Security Council in keeping international peace?

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Q 7: What is the full form of SAARC?

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Q 8: Mention the main mission of UNESCO.

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Education is a major peace-building process; it is important to note that it has two aspects. There is evidence that when equally accessible, of good quality, relevant and sensitive to conflict, education can help promote peace and ensure a safe environment. On the other hand, it is characterized by exclusion and inequality; this can strengthen the conflict. It is for this reason that efforts must be made to put in place the necessary strategies and strategies to maximize the positive effects of education on peace. Peacebuilding in education is a more active attitude that peace education is used as a means of building a more stable and peaceful culture, thus preventing violent incidents. Peace education is essential for building a culture that reduces the need to consolidate peace and maintain peace through a comprehensive program that teaches people to interact with others and avoid unnecessary aggression.



13.11 LET US SUM UP

In this unit, we have discussed the following matters:

- Peace is not merely an absence of violence. It is something more since it is also a positive state of mankind as well as a constructive goal of person, society and mankind.
- Literally, the word peace is derived from the original Latin word “pax”, which means a pact, a control or an agreement to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people. According to the American military history, the word peace essentially means ¯the absence of war.
- Internal peace is also known as inner peace. It is peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise

due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements.

- External peace is peace that occurs in society, nations and the world; it is a normal state of society, countries and the world and it is a state of peaceful and happy co-existence of people as well as nature.
- Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.
- In the present World of COVID 19 Pandemic, Peace Education should be made an integral part of the curriculum. Parents, teachers, educators and peer-groups should be involved in the process of educating and upbringing of the children/learners. The educational institution is an extended family with the teacher acting as a role model or an example to be demonstrated to the students.
- The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish.
- United Nations Educational, Scientific and Cultural Organization (UNESCO) was formed on 16 November 1945. UNESCO has 195 Members and 8 Associate Members and is governed by the General Conference and the Executive Board.
- UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.
- The South Asian Association for Regional Cooperation (SAARC) was conceived in 1985 with the vision to increase cooperation among the nations of South Asia. The member states are all developing, post-colonial nations and this geopolitical organization was perceived to usher in an era of collective development through economic cooperation and regional integration.



13.12 FURTHER READING

1) Kumar, Ravindra (1999). Essays on Gandhism and Peace: Krishna Publication.

2) Singh, Kaul, Chaudhury (2010). Peace and Human Rights Education: APH Publishing Corporation, New Delhi.

3) Kumar Ravindra (2012). Education, Peace and Development: Kalpaz Publication, Delhi.



13.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Latin word "pax", means a pact, a control or an agreement to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people.

Ans to Q No 2: Peace has been defined by different renowned persons according to their perspectives. Some of them are stated bellow for our better understanding.

According to Albert Einstein's view, peace is not only an absence of war, but it means or includes the presence of justice, law, order or government in the society as he said –Peace is not merely the absence of war but the presence of justice, of law, of order – in short, of government.

Martin Luther King, Jr., a famous human rights activist is the one who was not satisfied with the definition of peace focusing only on the absence of the unhappy situations. In his view, peace must include justice in society too as in his saying –True peace is not merely the absence of tension: It is the presence of justice.

His Holiness, the 14th Dalai Lama, said –Peace, in the sense of the

absence of war is of little value…peace can only last where human rights are respected, where people are fed, and where individuals and nations are free. From his point, we can say that peace means respect for human rights, well-being of people and freedom of individuals and nations.

Ans to Q No 3: Internal Peace

Internal peace is also known as inner peace. It is peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements.

External Peace

External peace is peace that occurs in society, nations and the world; it is a normal state of society, countries and the world and it is a state of peaceful and happy co-existence of people as well as nature. External peace, in order to see it clearly, can be described in its negative and positive sense as follows; negative sense: the absence of war, hostility, agitation, social disorder, disturbances, social injustice, social inequality, violence, violation of human rights, riot, terrorism, ecological imbalance, etc., positive sense: a state of social harmony, social justice, social equality, friendship or friendly relation, concord, public order and security, respect for human rights and ecological balance, etc.

Ans to Q No 4:

Intranational peace: the state of peace within nations or countries; the state of having no conflicts in each nation or country.

Ans to Q No 5: World peace can be promoted through education.

Ans to Q No. 6: The Security Council takes the lead in determining the existence of a threat to the peace or an act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement.

Ans to Q No. 7: Full form of SAARC is The South Asian Association for Regional Cooperation.

Ans to Q No. 8: UNESCO's mission is to contribute to the building of a

culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.



13.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Define peace.

Q 2: What is the difference between internal and external peace?

Q 3: What is meant by intra personal peace?

Q 4: What is world peace?

Q 5: What do you mean by peace education?

Q 6: Mention the purpose of establishment of the UN.

Q 7: What is the role of General Assembly of UN?

Q 8: Write the main objective of UNESCO.

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

Q 1: Discuss the different types of peace.

Q 2: Explain the role of UN in maintaining peace.

Q 3: Discuss the role of SAARC in cultural exchange.

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UNIT 14 : PROBLEMS OF THIRD WORLD COUNTRIES

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Problem of poverty in Third World countries

- 14.3.1 Major reasons
- 14.3.2 Effective ways

14.4 Population explosion

- 14.4.1 Causes of population explosion
- 14.4.2 Effects of population explosion
- 14.4.3 Solutions

14.5 Illiteracy in Third World countries

- 14.5.1 Causes of illiteracy
- 14.5.2 Solutions

14.6 Equalization of educational opportunities

- 14.6.1 Causes of inequalities
- 14.6.2 Measures to be taken

14.7 Let us sum up

14.8 Further reading

14.9 Answers to check your progress

14.10 Possible questions

14.1 LEARNING OBJECTIVES

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

- find out the causes of poverty in third world countries and seeking possible solutions to them
- conceptualize the causes, possible solutions and effects of population explosion in third world countries
- know the causes and find out possible solutions of iilitercay in third world countries

- conceptualize the meaning of equalization of educational opportunity
- know the causes behind inequality of educational opportunity in third world countries and to find out possible solutions
- know the provisions of Indian constitution regarding equalization of educational opportunity.

14.2 INTRODUCTION

If we go through the history, then it can be traced that the word 'Third World' was arouse during the Cold War to define those countries that were remained non-aligned with either NATO or the Warsaw Pact. The countries represented the 'First World' were the United States, Canada, Japan, South Korea, Western European nations and their allies, while the Soviet Union, China, Cuba, Vietnam and their represented the 'Second World'. This terminology helped to provide a way of categorizing the world nations into three broad groups based on political and economic divisions. The word 'Third World' is being replaced by some other terms like ' Developing countries', ' least developed countries' or the ' Global South'. It is because of the fact that the concept is no longer represents the current political or economic state of the world and historically poor countries have transited different income stages.

The countries with colonial pasts in Africa, Latin America, Oceania and Asia were normally included in the Third World. But, due to the complex history, there is no universally agreed definition of Third World. Some countries in the Communist Bloc like Cuba were often regarded as 'Third World'. There are many Third World countries that were economically poor and non- industrialized, so it became a stereotype to define those countries as 'Third World'. Also the world 'Third World' sometimes includes newly industrialized countries like Brazil, China and India which are now more commonly referred to as part of BRIC.

14.7 PROBLEMS OF POVERTY IN THE THIRD WORLD COUNTRIES

A huge number of world's children are residents of developing countries and the largest number are in the low income countries. In the past few decades, the world's population has increased double and the growth has been mostly concentrated in the developing countries, which is now 2% per year. Therefore, the age distribution of the population differs between the developed and developing countries (Table 14.1).

Table 14.1

Age structures in developed and developing countries

Country group	% age distribution (Years)					Total fertility rate
	0-4	5-14	15-64	65+	All	
Developed countries	7.6	15.5	65.6	11.3	100	1.9
Developing countries	13.4	25.6	57.0	4.0	100	4.2

Images of poverty in developing and Third World nations are very shocking. According to UNICEF, approximately 600 million children in developing countries live on less than $1 per day. Moreover, one person, usually a child under the age of five dies of hunger every 3.6 seconds (Beach, Justin, 2008). Poverty exists in every country and there are different reasons behind it.

14.3.1 Major Reasons

The major reasons behind poverty in Third World countries are as follows.

1. **Impact of colonialism:** Many of the Third World countries have never fully recovered from the effects of colonialism. The colonial powers used most colonies as source of inexpensive Labour and provide little in terms of services and development to indigenous populations. The wealthier nations support

dictatorship so that they can ensure steady flow of inexpensive resources into neo-colonial pockets.

2. **Corruption and elitism:** In many parts of the developing countries, corruption and elitism contribute towards poverty. For getting success like Govt. contracts, bribery is used. Corrupt Governments provide opportunities of jobs to friends and relatives of those who play roles within the Govt. itself. This creates a situation of making the wealthy people wealthier and the poor, the more decrease in wealth and power.
3. **Educational opportunities:** In developing countries, many children do not attend school regularly either because of getting less educational opportunities or to work for family support. It creates a cycle of poverty where each successive generation needs children to work rather than go to school.
4. **Environment and resources:** Developing nations are mostly lack of basic resources like fuel, water, land etc for growing food and cropping. Diseases increase as a result of poor public health and environmental practices. As per UNICEF, one in five children worldwide lack sanitation facilities, while one in four children has no safe drinking water.

14.3.2 Effective Ways

There are some effective ways that can be employed to end the problem of poverty of the Third World countries and some of them are as follows.

1. Developing and implementing rapid and sustained economic growth policies and programmes.
2. Improving the management of water and other natural resources.
3. Encouraging countries in improved trades to wipe out poverty.
4. Investing and implementing agricultural plans and programmes.

5. Encouraging more job opportunities.
6. Provide country people basic facilities of education, healthcare, sanitation, food etc.
7. Provide facilities of technology and innovation etc.

14.4 POPULATION EXPLOSION

The Third World countries have been taking initiatives for spreading public and private family planning. But, population growth cannot be stopped in those countries. Out of every 100 population of the world, 97 are born in the Third World. Especially in the countries like Africa, average women give birth of five to eight children each. If the current growth rates of population in these countries remain unchanged, they will double in population in every 24 years. Though, there are instances of family planning programmes and they get success, but these programmes need to have long term effectiveness. According to Roland Berger's 'Trend Compendium 2030: Demographic Dynamics' maps out global changes in human demographics between 2013-2030. Between 2013 and 2030 the developing regions will see 97% of the world's population growth of 1.2 billion people.

14.4.1 Causes of population explosion

The increased rates of population in the Third World countries remain a serious issue during the last some decades. There are several causes behind them and some are as follows.

High fertility rate: Fertility rates in Third World countries are very high. This rate will remain high until the educational, health, social and other environments of these families will be remain unimproved.

Economic development: Economic development and population growth are inter-connected. Where there is economic development, death rates are reduced and results in population growth.

Technological development: Technological development in the Third World nations results in advanced medical facilities that

cause reduction in mortality rates.

Fertility treatment: Though it plays a very minor role in population growth than other causes, still its impact cannot be ignored. The Third World countries have developed and improvised the fertility treatments for which lots of couples having no children can expect children and it increases the population.

Poor contraceptive use: Though the Third World countries make contraceptives available, still the couples plan for their children by making poor uses of them, for which they experience unexpected pregnancies.

Immigration: Unchecked immigration to the Third World countries also results over population. This is particularly problematic in countries where immigration numbers far exceed emigration numbers.

Child Labour: In the Third World, where there are few child labor laws, children are seen as sources of income. They lose the educational opportunities, resulting poor decision in birth control.

14.4.2 Effects of population explosion

The problem of population explosion results seriously like the following.

1. Population explosion causes greater demand on the freshwater supplies in the countries.
2. It also creates shortage of various renewable and nonrenewable resources.
3. Over-population also creates extinction of much wildlife. World's various wildlife species are at stake due to population explosion.
4. Over populated Third World countries consume food, water and fossil fuels at recorded rates. The world's ecosystem also changed rapidly in the latter half of the twentieth century that at any other point in history.

5. It also results in intensive farming resulting major climate change, damaging local eco-system and land quality.
6. Over population results in climate change. The global temperature is changing terribly and these countries contribute towards emissions.

14.4.3 Solutions

This problem of population explosion can be solved to a great extent. For this, some initiatives are as follows.

Better sex education: In many countries, lack of sex education or poorly implemented sex education contributes towards over population. Better sex education will be helpful in understanding the potential consequences of having sex and its relation with child birth along with knowing scientific methods of birth control.

Access to contraceptives: According to WHO, 225 million women living in developing countries would prefer to postpone child birth, but not using any form of contraceptives. The Third World countries should make efforts for access to contraceptives for their countrymen.

Change in policy: The countries should make effective birth control policies. The distribution of goods, incentives, facilities etc should be made keeping in mind minimum or maximum numbers of children in families. But, this is a difficult issue to confront, thus utmost care and proper planning should be made. Recently China's 'One – Child' policy has been abandoned.

Population explosion on curriculam: The countries should include population explosion, its consequences, causes, policies, world population rates, climate change etc at all levels of education to make people know about population facts.



CHECK YOUR PROGRESS

Q 1: Write any two causes of population explosion in Third World countries.

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Q 2: Write any two effects of population explosion.

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Q 3: Write any one policy of population control taken by China.

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14.5 ILLITERACY IN THE THIRD WORLD COUNTRIES

Among the various issues hampering development in the Third World countries is nothing but illiteracy. According to a report published by UNESCO, one in four young people in such countries are unable to read a sentence, 175 million young people lack basic literacy skills. In the 11th annual ' Education for All Global Monitoring Report', UNESCO Director-General Irina Bokova, access to education is not the only crisis in such countries, poor quality is also a serious issue that should be addressed and solved. Billions of dollars are being wasted in education funding. According to the UNESCO report, adult illiteracy has been remained a serious problem in those countries over the years, in 2011 there were 774 million, in 2015 743 million adult illiterates. Moreover, ten countries namely India, China, Pakistan, Bangladesh, Nigeria, Ethiopia, Egypt, Brazil, Indonesia and Democratic Republic of the Congo, three- quarters of world's total illiterate adults are reported to exist. Since 1990, almost two thirds of global illiterate adults are women. So, if this trend continues by 2072, the poorest young women in developing countries will not achieve universal literacy.

The rich Third World countries' education systems are found to have failures regarding giving special benefits to the minorities, according to a report in 'The Guardian'. For example, in New Zealand, in grades four and

eight, almost all the rich get all minimum facilities, while only 2/3 of poor students get. In 2011, Norway and England performed below minimum learning levels in Mathematics. According to the NGO named 'Save the Children', young people from low income families in under graduate were already falling behind by the age seven in schools.

14.5.1 Causes of illiteracy

Some of the prominent causes behind the illiteracy problem in these countries may include the following.

1. Poverty among the individual families.
2. Child marriage system in many countries.
3. Health issues.
4. Lack of educational facilities and its equalization.
5. Adult illiteracy etc.

14.5.2 Solutions

To solve the problem of illiteracy, following are some of the steps to be taken.

1. Governments should rethink their teaching policies.
2. The marginalized and disadvantaged learners should get equal benefits.
3. Teachers should be trained enough to train the bright as well as weakest learners.
4. Widespread adult literacy programmes should be launched.
5. Countries should commit to spend at least a good percentage of their gross national products on education.
6. Donors should increase their aid for education and should sharpen the focus to support the poor and underdeveloped population.

14.6 EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

There is a famous saying about equalization of educational opportunity by Kothari Commission (1964-66), "One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition". So, in order to minimize the exploitation of the weak and to build up an egalitarian society, equality of educational opportunity should be made irrespective of caste, tribe, disabled, gender, and minority and so on.

The term 'equality of educational opportunity' denotes provision of education for all, including all the religions, castes, creeds, sex, locations etc. It goes to mean providing educational facilities and opportunities suited to individuals as per their intelligence and aptitudes. According to NPE, 1986, equality of education means, "to provide for equal opportunity to all not only in access but also in the conditions for success."

The following articles of Indian constitution guarantee equality of educational opportunities.

Article 26 (1), it states that education is a fundamental right. No person should be denied admission to educational institutions on the grounds of caste, colour, creed, religion or any of them.

Article 21 (A): The 93rd amendment of the Directive Principles of State Policy declares, "The state shall endeavor to provide free and compulsory education for all children until they complete the age of 14 years".

Article 46: The state shall promote with special care the education and economic interests of the scheduled castes and scheduled tribes and the weaker sections of the society.

14.6.1 Causes of inequalities

Today around the world, millions of children do not have access to education. This problem is very prominent in the Third World countries. Some of the causes of inequality of educational opportunities in such countries are as follows.

1. **Marginalization and poverty,** in many countries children find themselves on the margins of the education system and do not get benefit from it. Due to poverty of parents, many children do not get opportunity to go to school and so on.
2. **Financial deficits of the countries,** some Third World countries are not financially so strong to cater to educational opportunities to all.
3. **Inequality between girls and boys,** in countries like Arab, Central Asia and in Southern and Western Asia, boys are given more privileged. In sub-Saharan Africa, over 12 million girls are at risk of not receiving education. In Yemen, more than 80% of girls never get opportunity to go school. Afghanistan or Somalia makes no effort to reduce the gap between girls and boys with regard to education.
4. **Adult illiteracy,** widespread adult illiteracy in the countries also contributes towards not sending their children to get educational facilities.
5. **Inequality between advanced and backward**, a clear disparity has been observed between the advanced and backward classes to get education in developing nations.

14.6.2 Measures to be taken

There are still some measures to narrow the gap between various categories of people regarding the opportunities of education availed by them.

1. Reducing the cost of education, for example enrollment increased by 12% in Ghana, 18% in Kenya, 23% in Ethiopia and 51% in Malawi increased after reducing the cost.
2. Introducing school lunch programme. Malnutrition leads to poor learning. As per the World Food Programme in 2009, 66 million school children are hungry.
3. Educating parents, adult education drives should be fasten to aware them about the need of educating their children.

4. Improved resources for teachers, facilities like Computer-Assisted Learning will help to increase students' enrollment and making teachers skilled.
5. Narrowing the gap between the advanced and weaker sections of the society will be greatly beneficial in this regard.



CHECK YOUR PROGRESS

Q 4: Write any two causes of illiteracy in Third World countries.

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Q 5: Write any two steps to wipe out illiteracy.

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Q 6: Write the famous quote of Kothari Commission about equalization of educational opportunity.

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Q 7: Write any one cause of inequality in education.

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Q 8: Write any two measures to narrow the gap between various categories of people to provide equal opportunity in education.

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14.7 LET US SUM UP

In this unit, we have discussed on

- The Third World countries have been confronting various issues since long times.

- Poverty has been recognized to be the prominent problem in Third World countries. Some causes of poverty include impact colonialism, corruption and elitism, educational opportunity, environment and resources etc.
- Most of the Third World countries are over-populated. Its major causes are high fertility rate, economic development, technological development, poor contraceptive use, immigration, child labor etc. Population explosion results shortage of various resources, extinction of wildlife, climate change etc. Better sex education, access to contraceptives, change in policy etc can go a long way to solve this problem.
- Illiteracy remains a major problem whose main causes include poverty, child marriage, health issues, lack of educational facilitates etc. It can be solved by taking steps like rethinking about the educational policies, teachers' trainings, and adult literacy programmes etc.
- The Third World countries are not being able to provide equal educational opportunities to all. It's because of the facts like marginalization and poverty, financial deficits of the countries, adult illiteracy etc. Reducing the cost of education, school lunch programme, adult literacy programmes etc can be useful for solving this problem.



14.8 FURTHER READING

1) Bhavnagar, Suresh. & Saxena, Anamika. (2006). Modern Indian Education and its Problems. R. Lall Book Depot. Meerut.
2) Handelman, Howard. (2000). the Challenge of Third World Development, Abingdon: Taylor & Francis Inc.
3) Kolay, Swapan. Kumar. & Kolay, Mousumi. (2000). Education: Perspectives and Issues, New Delhi: Gyan Publishing House.
4) Manjuri, Hema. (2013). Problems of Developing Nations, Delhi: Vista International Publishing House.

5) United Nations Relief and Work Agency (UNRWA). (2014). Education Reform Strategy. Manas Publication.

6) Phillipson, Herbert. (2000). Education: A Search for New Principles, Abingdon: Taylor & Francis Ltd.



14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The two causes of population explosion in Third World countries are technological development and high fertility rate.

Ans to Q No 2: Two effects of population explosion are shortage of various renewable and nonrenewable resources and extinction of many wildlife.

Ans to Q No 3: The name of the policy taken by China for population control is 'One-child' policy.

Ans to Q No 4: The two causes of illiteracy in Third World countries are Poverty among the individual families and child marriage system in many countries.

Ans to Q No 5: Two steps to wipe out illiteracy are as follows.

a. Governments should rethink their teaching policies.

b. The marginalized and disadvantaged learners should get equal benefits.

Ans to Q No 6: The famous quote of Kothari Commission regarding equalization of educational opportunity is, "One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition".

Ans to Q No 7: One cause of inequality in education is gender disparity.

Ans to Q No 8: Two measures to narrow the gap between various categories of people to provide equal opportunity in education are as follows.

a. Introducing school lunch programme. Malnutrition leads to poor learning.

b. Educating parents, adult education drives should be fasten to aware them about the need of educating their children.



14.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Write the full form of NATO.

Q 2: What do you mean by 'Third World'?

Q 3: Who maps out 'Trend Compendium 2030: Demographic Dynamics'?

Q 4: What is the full form of WHO?

Q 5: Write any one third world country.

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

Q 1: Write any five causes of poverty. How it can be solved?

Q 2: 'Inequality is a serious threat to educational progress of a country'-Why discuss.

Q 3: What should be the concrete steps to be taken to wipe out the gaps among various categories of people to enjoy inequalities n education?

Q 4: 'Poverty is a great hindrance to education'-Why discuss.

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UNIT 15 : ROLE OF EDUCATION AND THE UNO

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 The United Nation Organization

15.4 Role of the UNO in Improving Educational Opportunities Among the Member Countries

15.5 Various Official Organization of the UNO and their Educational Activities

15.6 Let Us Sum Up

15.7 Further Reading

15.8 Answer To Check Your Progress

15.9 Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able -

- grasp an idea about UNO
- understand the various functions and roles the UNO in improving educational opportunities among the member countries
- know and identify the various official organization of the UNO and their educational activities.

15.2 INTRODUCTION

Generally as laymen or concerned citizen of a country we are concerned about the education system of our own country as we have to go through it and it has so much bearing on our lives and occupation which directly or indirectly effects on our standard of living. But, as a concerned citizen and responsible member of a of country, we must have an adequate knowledge about the education system of other developed or developing countries of the world so that we can contribute a little towards the foundation of a good education system of our own. The earlier units of this papers must have

helped you to acquaint about the different education system of other countries and enable you to make a comparison among them or with our own country. When we do discuss on Education and other developing issue at international level, the discussion of UNO is unavoidable. This unit will be dealing with UNO, its various functions, its role in improving educational opportunities among the member countries.it will also covers the various official organization of the UNO.

15.3 THE UNITED NATION ORGANIZATION

UNO, as we all know is the one of the most significant international organization which ultimate view is establishment of world peace. The United Nations was created at the end of Second World War in the year 1945 on **24 October**. As such, this day is, therefore, celebrated as the United Nations Day. The United Nations was created to work for peace in all parts of the world. "Establishing Peace" is the ultimate motto of UNO. The UN is a forum where all countries meet to discuss, elaborate and extend international law in areas such as human rights, international trade, freedom of navigation and uses of the seas, and the fight against terrorism.

If we go for its establishment, it is important to mention here On October 24th, 1945, as many as 51 countries signed the United Nations Charter in South Africa. The charter was worked out based on the proposals drafted by the representatives of China, the United Kingdom, the Soviet Union and the United States. The central role of the United Nations was the promotion of peace and security, development and human rights. In order to attain these goals, the UN was meant to take effective and collective measures to prevent war, to develop friendly relations between countries and to achieve international cooperation for resolving international problems. The UN was meant to be the harmonizing center for all member states. The United Nations is based on the principle of sovereign equality of each nation state. It is also the place where countries are meant to come together to address common problems. The United Nations is meant to be a conduit through which countries cooperate together and build structures of international governance that are acceptable to all and which help improve

the standard of living of all.

United Nations is today the most important organization dedicated to world peace. There have been more than 300 wars after Second World War. But, it is only because of UNO, the Third World War has not occurred. The United Nations role towards world peace had many sides to it. The main functions of its organs is to prevent wars from happening. The Declarations and Resolutions passed by UNO for preventing wars don't have findings on member counties, but have moral weight. The membership of the U.N.O is open to all people- loving nations, which accept the objectives of the U.N.O and are prepared to observe its principles.At present, there are 193 sovereign states who are members of the United Nations, which are virtually all nation-states. The UN continues to be the only global international organization and actor that has an agenda encompassing the broadest range of governance issues.

The UN continues to be the only global international organization and actor that has an agenda encompassing the broadest range of governance issues. As the world's only truly global organization, the UN has become the foremost forum to address issues that transcend national boundaries; and, which cannot be resolved by any one country acting alone. Besides, working for world's peace and security, UN has an important role in facilitating the member countries with educational opportunities.



LET US KNOW

- The United Nations was created at the end of Second World War in the year 1945 on **24 October**.
- A total of 193 nations are members of the U.N.O.

Main objectives of U.N.O.

While discussing about UNO one must identify and its objectives. Following are the objectives of UNO-

- To maintain international peace and security through collective measures for suppression of aggression and through peaceful settlement of disputes.

- To develop friendly relationship among countries of the world based on the principle of respect equality and self determination.
- To achieve international co-operation in the economic, social cultural or humanitarian fields.
- To encourage respect for human rights and fundamental freedoms.
- To promote respect among the member nations for fundamental rights and freedoms of mankind by ending the differences of caste and creed.
- To be a center for harmonizing the actions of the nations in attaining these common ends.

Principles of U.N.O

The principles of the U.N.O has the following principles which the member countries must abide by-

- The U.N.O is based on the sovereign equality of all its members.
- Each member nation should perform her duty earnestly according to the character.
- Each member nation should settle the disputes by peaceful means so that peace, security and justice in the world are not disturbed.
- All member nations will not make use of threat and violence in their international relations.
- All member nations will help doing those functions, which the U.N.O intends to perform according to the charter, and none will help a country against which the U.N.O is taking any action.
- The U.N.O will not intervene in the internal affairs of a country.
- The U.N.O will also see that all the member nations work to maintain international peace and security.



CHECK YOUR PROGRESS

Q 1: State two objectives of UNO

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Q 2: State two principles of UNO.

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15.3 ROLE OF THE UNO IN IMPROVING EDUCATIONAL OPPORTUNITIES AMONG THE MEMBER COUNTRIES

UNO's role in improving educational opportunities among the member countries can be discussed in the form of **the Universal Declaration of Human Rights, adopted in 1948.** It is the first international legal instrument that recognizes education as a human right. Article 26 states of it declares: 'Everyone has the right to education'. It is a non-legally binding instrument but with a great political and moral force. Since its adoption, the right to education has been reaffirmed in numerous human rights treaties and declarations adopted by the United Nations. For each treaty, key information is provided as article(s) that guarantee the right to education, entry into force, number of ratifications, interpretation of the right to education as guaranteed by the treaty, and the existence of monitoring and complaint mechanisms. Here, we are discussing the role of UNO in improving educational opportunities among the member countries in terms of some of the Articles of the Declaration along with some other conventions of UN-

Universal Declaration of Human Rights, 1948 (Article 26)

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

International Covenant on Economic, Social and Cultural Rights, 1966 (Article 13)

(1) The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

(2) The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

(3) The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the

religious and moral education of their children in conformity with their own convictions.

Convention on the Rights of the Child, 1989

Article 28 guarantees-

(1) States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular-

(a) Make primary education compulsory and available free to all

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need

(c) Make higher education accessible to all on the basis of capacity by every appropriate means

(d) Make educational and vocational information and guidance available and accessible to all children; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29 guarantees

States Parties agree that the education of the child shall be directed to-

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential

(b) The development of respect for human rights and fundamental

freedoms, and for the principles enshrined in the Charter of the United Nations

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin

(e) The development of respect for the natural environment.

Convention on the Elimination of All Forms of Discrimination against Women, 1979

Article 10

Under this article, States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:-

(a) The same conditions for career and vocational guidance for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods

(d) The same opportunities to benefit from scholarships and other study

grants

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely

(g) The same opportunities to participate actively in sports and physical education

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Convention on the Rights of Persons with Disabilities, 2006

Article 24 guarantees

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to-
   a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity
   b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential
   c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that-
   a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live

c) Reasonable accommodation of the individual's requirements is provided

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.



CHECK YOUR PROGRESS

Q 3: What are the rights guaranteed by Universal Declaration of Human Rights, 1948?

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Q 4: When Convention on the Rights of the Child was adopted?

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15.5 VARIOUS OFFICIAL ORGANIZATION OF THE UNO AND THEIR EDUCATIONAL ACTIVITIES

The effects of the world war II witnessed not only the need for an organization to establish permanent world peace but also the formation of certain agencies that would help in the rebuilding of the damaged social and economic stricter of nations the world over. There are the official organization which not only contribute towards the realization of ultimate goal of UNO, but also make the organization worthy at international level. The special agencies of the U.N.O work together in economic, social, cultural, scientific spheres to ensure substantial improvement in developed and especially developing countries. The organization or agencies of UNO are discussed here-

1. United Nations Development Programme (UNDP)

Most of the work of the United Nations, in terms of finance and personnel, is devoted to programmes aimed at achieving economic and social development in the developing countries. The U.N.O extends aid for national development plans in an attempt to ensure balanced economic and social growth of the world economy. It aims at making the best use of available financial, physical and human resource.

Its programmes are related to various development activities in almost every economic and social sector, including farming, fishing, forestry, mining, manufacturing, health and environmental sanitation. It carries out survey to economic worth of a nation's natural resources, improving education systems and upgrading the economic and social structure in order to accommodate sophisticated technology. It is funded by the governments of the member nation.

2. United Nations International Children's Emergency Fund (UNICEF)

This was established in 1946. Its headquarters are at New York. It attempts to arrest the spread of diseases among children. It organizes nutritious food for the benefit of under nourished children in the poor countries. It takes steps to spread information of how to prevent serious diseases. This agency is again financed by the governments of the member nations as well as certain private agencies.

3. World Health Organization(WHO)

This is one of the most significant agencies of UNO. It was founded in April 1948 with its headquarters at Geneva. There is an Executive Board that implements its programmes. Its primary concern is to improve the health of all the people of the World. "Health for all by the 2000" was the main aim of this agency. The WHO provides medical aid. It arranges for medicines to prevent various diseases. It arranges for medicines to prevent various diseases. It takes measures to check the spread of infectious diseases. This agency also sends specialists to various nations to provide advice for the promotion of human health. It encourages research related to all aspects of health including nutrition, maternity and child care, environmental safety, mental health, control of specific diseases, etc.

4. International Labor Organization (ILO)

It was founded in 1919 and was also an organization of the League of Nations. It began operating as a special agency of the U.N. O in 1945 with its headquarters at Geneva. This agency aims at improving the working conditions of the laborers all over the world, for the purpose of raising their standard of living, improving their economic and social condition and providing a more just environment for working people. It checks unemployment among the labor, determines their wage hours and conditions of work and organizes social insurance, paid vacations, industrial safety, education of their children and labor inspection.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Among the other agencies, UNESCO is one of the most important agencies of UNO. From the educational perspectives, it plays an important role. This organization was founded in 1946 with its headquarters at Paris. Its main purpose is to promote peace and security through education, science and culture and communication. Its helps in the spread of knowledge, culture, and international understanding among the member nations. It makes arrangements to expand and direct education in different countries to eliminate illiteracy. It starts schools and trains teachers, planners and administrators. It fosters social sciences as instruments for the realization of human rights, justice and peace. It promotes national and cultural values and encourages the study and development of cultures.

The main objectives of UNESCO with UNO are:-

- To promote intellectual co-operation and mutual understanding of peoples through all means of mass communications.
- To give fresh impulse to popular education and to spread culture.
- To maintain, increase and diffuse knowledge.
- To encourage ***scientific research and training.***
- To apply sciences to ensure human development and the national management of natural resources.

Five principle functions of UNESCO -

To fulfill the major objectives of UNESCO i.e. to establish peace and contribute security it performs the following principles functions-

- It performs the function of prospective studies on education, science, culture and communication for tomorrow's world.
- It advances and transfer and share knowledge through research, training and teaching activities.
- It performs standard setting actions for the preparation and adoption of internal instrument and statutory recommendations.
- Establishes expertise and technical co-operations to member states for their development of policies and projects.
- It performs the functions of exchanging specialized information.



LET US KNOW

UNESCO is one of the most important agencies of UNO, founded in 1946 with its headquarters at Paris. Its main purpose is to promote peace and security through education, science and culture and communication.

UNESCO and Education:

UNESCO's role and in fact the task of Member States are defined by the four major thrusts of Education for Sustainable Development. These are-

A. Improving quality basic education

B. Reorienting educational programmes

C. Developing public understanding and awareness; and

D. Providing training.

Education for Sustainable Development has its roots in the history of two distinct areas of interest of the United Nations - ***education and sustainable development.*** From the time sustainable development was first endorsed in 1987, the UN General Assembly explored the parallel concept of education to support sustainable development.

Facts about Education for Sustainable Development: -

- Concerns all levels of education and all social contexts (family, school, workplace, community)
- Allows learners to acquire the skills, capacities, values and knowledge required to ensure sustainable development
- Fosters responsible citizens and promotes democracy by allowing individuals and communities to enjoy their rights and fulfil their responsibilities
- Provides essential learning tools and content to allow individuals to survive, to develop to their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning

Five Pillars of Education for Sustainable Development:

1. **Learning to know Knowledge** (values and skills for respecting and searching for knowledge and wisdom)
   - learn to learn
   - acquire a taste for learning throughout life
   - develop critical thinking
   - acquire tools for understanding the world
   - understand sustainability concepts and issues

   Education for Sustainable Development:
   - recognizes the evolving nature of the concept of sustainability.
   - reflects the ever growing needs of societies.
   - acknowledges that fulfilling local needs often has international effects and consequences.
   - addresses content, context, global issues and local priorities.
2. **Learning to be Knowledge** (values and skills for personal and family well-being)
   - see oneself as the main actor in defining positive outcomes for the future
   - encourage discovery and experimentation
   - acquire universally shared values med decisions, and to continue learning
   - develop one's personality, self-identity, self-knowledge and self-fulfillment
   - be able to act with greater autonomy, judgment and personal responsibility

   Education for Sustainable Development:
   - builds on the principles and values that underlie sustainable development.
   - deals with the well-being of all three realms of sustainability - environment, society, and economy.
   - contributes to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

3. **Learning to live together Knowledge** (values and skills for international, intercultural and community cooperation and peace)
   - participate and co-operate with others in increasingly pluralistic, multi-cultural societies
   - develop an understanding of other people and their histories, traditions, beliefs, values and cultures
   - tolerate, respect, welcome, embrace, and even celebrate difference and diversity in people
   - respond constructively to the cultural diversity and economic disparity found around the world
   - be able to cope with situations of tension, exclusion, conflict, violence, and terrorism

   Education for Sustainable Development:
   - No one discipline can claim ESD for its own, but all disciplines can contribute to it.
   - builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life.
4. **Learning to do Knowledge** (values and skills for active engagement in productive employment and recreation)
   - be an actor as well as a thinker
   - understand and act on global and local sustainable development issues
   - acquire technical and professional training
   - apply learned knowledge in daily life
   - be able to act creatively and responsibly in one's environment

   Education for Sustainable Development:
   - It is locally relevant and culturally appropriate.
   - must become a concrete reality for all our daily decisions and actions.
   - is about helping build a sustainable and safe world for everyone.
5. **Learning to transform one self and society** (Knowledge, values and skills for transforming attitudes and lifestyles)

- Work toward a gender neutral, non-discriminatory society
- develop the ability and will to integrate sustainable lifestyles for ourselves and others
- promote behaviours and practices that minimize our ecological footprint on the world around us
- be respectful of the Earth and life in all its diversity
- act to achieve social solidarity
- promote democracy in a society where peace prevails

Education for Sustainable Development:

- integrates the values inherent in sustainable development into all aspects of learning
- encourages changes in behaviour to create a more viable and fairer society for everyone
- teaches people to reflect critically on their own communities
- empowers people to assume responsibility for creating and enjoying a sustainable future.

Besides this, under UNESCO framework, certain conventions are mentionable in terms of education such as- UNESCO Convention against Discrimination in Education, 1960 (Article1, 2, 3, 4, 5), UNESCO Convention on Technical and Vocational Education, 1989. Are mentionable.



CHECK YOUR PROGRESS

Q 7: What are the main objectives of UNESO?

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Q 8: What are the five pillars of Education for Sustainable Development?

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15.6 LET US SUM UP

After going through this unit, it can be summarized as-

- The United Nations was created at the end of Second World War in the year 1945 on 24 October.
- The United Nations was created to work for peace in all parts of the world. "Establishing Peace" is the ultimate motto of UNO.
- At present, there are 193 sovereign states who are members of the United Nations, which are virtually all nation-states.
- The Universal Declaration of Human Rights was adopted in 1948. It is the first international legal instrument that recognizes education as a human right. Article 26 states of it declares: 'Everyone has the right to education'.
- Besides this, there are some other conventions that guarantee some educational rights to member states. They are- International Covenant on Economic, Social and Cultural Rights, 1966 (Article 13), Convention on the Rights of the Child, 1989,(article 28,19) Convention on the Elimination of All Forms of Discrimination against Women, 1979 (Article 10), Convention on the Rights of Persons with Disabilities, 2006 (Article 24)
- There are the official organization which not only contribute towards the realization of ultimate goal of UNO, but also make the organization worthy at international level. The special agencies of the U.N.O work together in economic, social, cultural, scientific spheres to ensure substantial improvement in developed and especially developing countries.
- The five pillars of Education for Sustainable Development are-A .Learning to know Knowledge B. Learning to be Knowledge C. Learning to live together Knowledge D. Learning to do Knowledge



15.7 FURTHER READING

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15.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Two objectives of UNO are-

- To maintain international peace and security through collective measures for suppression of aggression and through peaceful settlement of disputes.
- To develop friendly relationship among countries of the world based on the principle of respect equality and self-determination.
- The Universal Declaration of Human Rights was adopted in 1948. . It is the first international legal instrument that recognizes education as a human right. Article 26 states of it declares: 'Everyone has the right to education'.

Ans to Q No 2: Two principles of UNO are

- Each member nation should perform her duty earnestly according to the character.
- Each member nation should settle the disputes by peaceful means so that peace, security and justice in the world are not disturbed.

Ans to Q No 3: According to Article 26, Universal Declaration of Human Rights, 1948, the following are the rights guaranteed-

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Ans to Q No 4: Convention on the Rights of the Child was adopted in 1989

Ans to Q No 5: The main objectives of UNESO

- To promote intellectual co-operation and mutual understanding of peoples through all means of mass communications.
- To give fresh impulse to popular education and to spread culture.
- To maintain, increase and diffuse knowledge.

Ans to Q No 6: The five pillars of Education for Sustainable Development are-

A. Learning to know Knowledge

B. Learning to be Knowledge

C. Learning to live together Knowledge

D. Learning to do Knowledge.



15.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: Why UNO is considered as an important international organization?

Q 2: State the objectives of UNO.

Q 3: What is Universal Declaration of Human Rights, 1948?

Q 4: Briefly discuss about the agencies of UNO.

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

Q 1: Discuss the provisions made by UNO in terms of Educational rights of member countries.

Q 2: Discuss the role of UNESCO in terms of education for all.

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