# 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?

.....

.....

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

.....

.....

## 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?

.....

.....

**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.

*** ***** ***