

**BLOCK-I**  
**COMPARATIVE EDUCATION**

**Unit 1 : Comparative Education**

**Unit 2 : Determinants of National System of Education**

**Unit 3 : Relevance of Comparative Education in Indian  
Context with reference to Primary and Secondary  
Education**

**Unit 4 : Relevance of Comparative Education in Indian  
Context with reference to Higher and Teacher  
Education**

## UNIT- 1 COMPARATIVE EDUCATION

### Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning of Comparative Education
- 1.3 Characteristics of Comparative Education
- 1.4 Scope of Comparative Education
- 1.5 Purpose of Comparative Education
- 1.6 Need of Comparative Education
- 1.7 Importance of Comparative Education
- 1.8 Methods of Comparative Education
- 1.9 Summing Up
- 1.10 Questions and Exercises
- 1.11 References and Suggested Readings

### 1.0 Introduction:

In the globalization period, the countries of the world are interdependent on each other in various fields and the activities, and movements of one country have their impact on another. Similarly, in the field of education the system or ideas of one country influences the education of other countries. The comparative education, thus, deals with that uniqueness, similarities and differences of education systems or ideas of one with another country. So, Phillip E. Jones had stated “For better or worse, education has become an indispensable process in modern life. Small wonder, then, that as students, teachers, parents, or administrators, we often show interest in how schools in other countries function and in how other nations solve their educational problems. Sometime, we ask whether their experiences can help us to answer our own by no means of insignificant

educational questions. At once, such comparison arises from sheer curiosity and hard practicality.”

The history of comparative education can be traced back from the human civilization. For example differentiated between man and woman for improvement in life, comparison has been made. In education field reformers and educationists have been comparing their system with that found in other countries to improve their own. However, comparative education has been defined in different ways by various authors but all had commonly emphasized on the use of data from another educational system.

### 1.1 Objectives:

After going through this unit you will be able to—

- *understand* the meaning of comparative education,
- *describe* the nature and scope of comparative education,
- *analyse* the purposes of comparative education,
- *understand* the need and importance of comparative education,
- *describe* different methods of comparative education,
- *identify* some of the challenges that a comparative educationist are facing in his/her quest to using information from other countries in the 21<sup>st</sup> century.

### 1.2 Meaning of Comparative Education:

Marc-Antoine Jullien de Paris started the study of comparative education in 1817 A.D. He has opined that the analysis of the commonness and differences found in the educational systems of various countries are very important. According to Jullien, the purpose of study of educational systems of various countries is to effect reforms in one’s own national educational system. So, he wanted to tabulate the basic elements of the

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educational system for drawing out some principles and conclusions. But now the concept of comparative education has been widened. It includes educational systems of various countries for understanding their educational problems with a view to find out solutions of our educational problems.

Sir Michael Sadler of U.K. is regarded as the father of the second phase of comparative education. He published an essay in 1907 in which he emphasized the point that education of a country is also related with its social environment. So, according to Sadler, the social environment of the country cannot be ignored in the study of its educational system.

In the beginning of 20<sup>th</sup> century, travellers attracted the attention of people by writing about the educational system of the countries, they visited. The educational systems of a country are such an organization that one is bound to attract towards it. These travellers emphasized the social progress and economic prosperity and further made education responsible for it. Therefore, the travellers' opinion plays an important role in the development of comparative education.

So, in comparative education keep in view the totality of all the situations and factors involved as well as the sociological bases like social processes, social control, social organization and social change of a country are carefully be studied.

Following are some of the important definitions which give a clear concept about the meaning of comparative education:

- ❖ According to C. Arnorld Anderson, "In its broadest sense, comparative education might be defined as cross-cultural comparison of the structure, opinion aims and methods and achievements of various educational system and societal correlates of the educational system and their elements."
- ❖ According to George Berday, "The analytical study of these factors from a historical perspective and the comparison of attempted solutions of resultant problems are the main purpose of comparative education.

The application of the findings of these studied is outside the scope of comparative education proper and belongs in its theory to the philosophy of education and in its practice to the administration and organization of education.”

- ❖ In view of Sir Michael Sadler, “In studying foreign systems of education we should not forget that the things outside the schools matter even more than things inside. The practical value of studying in a right spirit and with scholarly accuracy the working of foreign systems of education is that it will result in our being better fitted to study; and understand our own.”
- ❖ View of George Z. F. Bereday, “Comparative education is a political geography of schools. Its task, with the aid of methods of other fields, is to search for lessons that can be deduced from the verifications in educational practice in different societies.”
- ❖ According to Nicholas Hans, “. . . . .It is the systematic examination of cultures and, in particular, their systems of educations in-order to discover similarities and differences.”
- ❖ Brian Holmes defined “Comparative education, as a theoretical generalizing social science consists of those theories, hypotheses, models and laws which facilitate our understanding of the process of education.”

Thus, it can be said that Comparative Education is an analytical study of environmental forces and historical factors that shape the educational systems of different countries and of their problems and attempted solution on a comparative basis. It further paid attention to opinion aims, methods and achievements and lastly on social correlates of educational system and their elements.

As per the above discussion we have understood the meaning of comparative education. Now, we will see the characteristics of comparative education.

### **1.3 Characteristics of Comparative Education:**

- Comparative Education allows a confluence of thoughts and ideas to emerge thereby allowing individuals to stay abreast with various developments. Additionally, knowledge of what is happening globally will allow individuals to contribute in the national progress of their country.
- Today in the present society we need such kind of citizens who can cope up with developing and developed countries of the world. So, in order to become a good citizen of future society we need to adopt the good characteristics of those countries. In this regard comparative education helps us a lot.
- The international and intra-national concepts are being given priorities by which the analysis of the aspects, factors and elements of educational systems can be analyzed. This helps in finding out adaptation references.
- Few aspects of the systems of education of other countries help in modifying our own. The special features of other nations can adopt by the native country to draw benefits. This helps in reducing error and drawbacks of one's own educational system.
- UNSESCO is established to solve the educational, scientific and cultural problems of the nations of the world. This organization organizes exchange programmes for the educational structure of the nations; encourages international educational and cultural programmes are to be arranged.

### **1.4 Scope of Comparative Education:**

Comparative Education is generally found in all the aspects of education which covers a wider area. The scope of Comparative Education is as discussed in the following:

- ❖ **Educational system and philosophical foundation:** It is also called as theoretical aspects of education which determines the form of education. This is one of the most important considerations or may be called the backbone of any system of education.

- ❖ **Educational management, administration, supervision and inspection:** Educational management is one of the important components of comparative education which includes administration, supervision and inspection. It involves the methodology and different works of administrative staff, etc.
- ❖ **The Objectives of education, general and specific objectives of education at different levels:** All the three levels of education i.e. primary, secondary and higher one needs to follow instructional objectives. The instructional objectives, both in general and specific are very important to understand the system of education.
- ❖ **Format of curriculum at different levels:** The Department of Education makes sure that the level of education is keeping in view of the age and psychology of different children of different age levels and all necessary objectives and outcomes must be framed accordingly.
- ❖ **Teaching methods and techniques used at different levels:** Comparative Education covers different methods and techniques undertaken by different countries of the world. The important aspect is that when it studies and analyze the different education system of different countries we can undertake the positive ideas of others and can apply or implement in our system for better development. So, it is an important aspect of Comparative Education.
- ❖ **About study the Examination system is also included under the scope of Comparative Education:** In the present time continuous and comprehensive evaluation system has been followed. The main aim of education system is all round development of personality of students so evaluation has to be done on student's performance with this regard. Moreover, in higher education semester system and Choice based credit system has been followed. Besides this seminar, assignments projects etc are included which requires active participation of students in different activities. All these are the result of comparative analysis of evaluation system of different countries which depicts overall performance of students.

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- ❖ **Problem of teacher education is another area of study under Comparative Education:** Teacher plays an important role in the teaching-learning process. So training of teacher is considered as an important parameter for improvement of quality of education. Different countries follow different patterns of training for teachers for different levels of education. Therefore, the analysis of different countries helps us to plan the best programme for one's own country.
- ❖ **In modern period Open and Distance Education plays an important role in the education system:** It is the most common mode of education of all countries especially for people who have problem in attending regular classes. It further provides great opportunities for those who are socially under privileged and get left behind due to economic restraints as well as for adults and drop outs that could not pursue their education for whatever reason. It is in fact that it allows innovations and improvements to be implemented in the system of education. Moreover, comparative education also helps to gather information regarding distance learning in different countries which ultimately helps to improve our system of education.
- ❖ **Special education is another important area under comparative education:** It deals with the education of children with special needs. It covers concerns such as giving similar importance to its teachers which is at par with ordinary teachers. It includes aspects like managing funds effectively so that the needs of these children can be satisfactorily met. Comparative Education studies different strategies of special education used by various countries and also helps to rectify our strategies by adopting positive techniques from other countries.

**STOP TO CONSIDER**

- Comparative education is the study of uniqueness, similarities and differences of education system or ideas of one with another country.



- It is an analytical study of environmental forces and historical factors that shape the educational system of different countries and attempts to find out a solution of their problems on a comparative basis.
- Comparative education covers a wide area which includes educational philosophy, educational administration, supervision, inspection, curriculum, methods of teaching, teacher education, examination system, open and distance education, special education etc.

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**CHECK YOUR PROGRESS**

**Que. 1:** Define Comparative Education.

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**Que. 2:** Discuss the scope of Comparative Education in the modern day context.

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**1.5 Purposes of Comparative Education:**

In the New Era in Education, a comparative study, I. L. Kandel writes, “The purpose of present volume is to contribute to an understanding of current trends in education and influences that have produced them.” Kandel has added another purpose for the study of comparative education that every educational system of every country has its unique national characteristics but the educational problems that it faces are almost the same in many other countries. Nicholas Hans in his book *Comparative Education* has said that education, from being a function of national character, became itself a new factor in shaping national character. But even in shaping the national character it is being controlled and guided by

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historical and geographical situations. So the purpose of comparative education becomes:

- a) the analysis of various historical factors of nations that were responsible for different educational systems.
- b) the identifications of educational problems that subsequently emerged, and
- c) the comparison of the current solutions found by the nations to solve their problems in their own way.

The worth mentioning purposes of comparative education are:

- The main purpose of comparative education is to find out the differences in the educational system of different countries and to find out the factors that causes these differences.
- Another purpose is to find out the similarities and differences that exist in educational systems of different countries as well as to find out administrative machineries, factors and causes that are behind it.
- The next purpose is to find out why some countries are progressive whereas some countries are backward. Besides that to find out the kind of rule in those countries causes progressiveness or backwardness. In fact, educational administration and control is strictly followed according to the prevailing rule in the country.
- The study of political philosophy of different countries which influence the national system of education is another purpose of comparative education.
- Lastly, to find out the impact of social change about the development of education because social processes, social control, social organization and social change of a country are playing influential role in the education system.

## 1.6 Need of Comparative Education:

The educational system of a country is symbol of its way of life. So the study of educational system of the country gives understanding of the country with knowledge of sufficient similarity among the problems and aspirations of different countries. Therefore, it must aware that citizen must need only to study about the educational systems of different countries.

Following are explanation about the need of comparative education:

- Today the need of comparative education is not limited to the development of our educational system only. Our major problem are the world problems, not of individual country; so, all the developed and developing nations are making efforts to combat of it. The field and need of comparative education has become more extensive in the modern world.
- The development of technology and media has reduced the world. The international exchange of scientific and technological development is increasing day by day. So it is the need of the hour to study the results of innovations and research studies along with their applications .
- Indian students get opportunities for employment in abroad after getting technological, professional and medical education. India's technological education is recognized abroad where all nations of the world do research work in different fields of education.
- Indian students go to other countries should get equal opportunities to get admission in higher education as well as a place in a profession.

## 1.7 Importance of Comparative Education:

Many important educational questions can be best examined from an international comparative perspective. Comparative Education draws on the experience of countries such as Japan and France to show how

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centralized system works and what are the advantages and disadvantages of centralized certificate.

In his own contribution to the purposes of comparative education, Marc-Antoine Jullien de Paris (1817) cited in Hans (1992) notes that: The purpose of comparative education is to make perfect national systems with modifications and changes which the circumstances and local conditions would demand. Like other education comparatives, the purpose given above is a pointer to the fact that the study of comparative education assist in the flexibility of educational systems of one's country.

According to Hans (1992) the purpose of Comparative Education is to discover the underlying principles which govern the development of all national education system.

Important reasons for studying comparative education are as follows:

- To contribute not only the educational development but also the general development of the society.
- To assist in the understanding of one's educational institutions as well as educational practices.
- To educate students as well as teachers on the procedure through which educational changes occurs.
- To assist the understanding of the factors those are responsible for educational changes.
- To assist both teachers as well as students of discipline in gathering reliable information concerning educational system and for promotion of international relationship.
- To contribute to the formulation of country's educational system.

### **1.8 Methods of Comparative Education:**

Among the various methods used in the study of comparative education the following are noteworthy-

Descriptive method, Statistical method, Sociological Method, Analytical Method, Synthesis Method, Historical Method.

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➤ **Descriptive Method:**

In Nineteenth Century this method was used, as the name implies a detailed description of educational affairs of another country was made. John Griscom & Horace Man of U.S.A., Mathew Arnorld of Great Britain are worthy of mention in this connection. In 1918-19 John Griscom visited Great Britain, France , Holland, Switzerland and Italy, and wrote a book entitled “A year in Europe” where he was 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. Matthew Arnold made a study of the educational systems of France and he described the basic features of educational system of France but also drew attention to those elements which make the education system different from another.

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.

**Purposes of Descriptive Method:**

- To act as guide for planning and formulating policies for the present
- To get a proper basis for discussing current problems
- To study, describe and interpret the phenomena to identify status and trends
- To act as a basis for fundamental research

This method is very popular because all people who try to popularize things of a country they become encouraged through this method. Moreover,

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the person who became eager to know about the country in detail can use this method.

On the other hand, it is a time consuming method because detailed discussion needs a lot of time. Moreover, it also requires experience and passions of people or user.

➤ **Statistical Method:**

Some persons are of the view that in comparative education we should employ statistical method because through this we shall come to know about the progress and decline of education of certain country. In this method various kind of data regarding the educational system are collected.

The main advantage of statistical analysis is that it may reveal the nature of progress or decline of education of the place concerned.

This method has also some disadvantages. Firstly, obtaining reliable data and difficulty faced in using different terms used in educational systems by different countries. Another difficulty is that through this method it is unable to ascertain those special characteristics of educational systems which are resultants of the social, political, economic and religious conditions of the land concerned.

➤ **Sociological Method:**

Education is considered to be the mirror of one's society. Whatever activities occur inside schools are affected by the happenings outside society. So, education is closely associated with the society and its values. In the sociological method the educational problems are studied in a social context. This method is based on the belief that the educational system of a land is inevitably influenced by its social, cultural, economic, political and religious situations. Therefore, for understanding it we shall have to understand the structure and the problems of the society concerned.

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. So, the sociological method is comprehensive because specific educational systems are regarded as

contemporary outcomes of historical and social forces. It does not emphasize only the causative factors of the past but also clarifies the importance of the study of the responsible social and cultural aspects as the same have their impacts on the existing structure of education.

Therefore, in those days education was not helpful in the development of the country. So, National leaders conceived of a new pattern of national education and established new centres of education in the form of vidyapiths in various places.

Purposes of the sociological method:

- To study social problems of the society in wider perspectives
- To analyze different educational problems in a social context
- To explore new teaching and learning methods in national and international levels

This method has some limitations as it contended by some educationists that it ignores those things which are related with individual contributions.

➤ **Analytical Method:**

Analytical method has been evolved because of the limitations of the Sociological method. There is an integral relationship between the education and the social, political and economic situations of a place. Because of this relationship the comparative study was considered necessary and it's not possible without analysis those factors because it is through analysis that the various elements can be separated for a comparative study.

For the comparison, the following things are necessary:

- Collection of educational materials: For the success of analytical method all the educational information and materials are collected through the Descriptive and Statistical methods. Then their analysis is possible.
- Explanation of the social, political, economic and historical elements: The elements chosen for analysis are explained from social, political,

economic and historical points of view in order to find out the similarities and differences among different countries.

- **Determination of the Basis:** After analyzing the similarities and differences the same are compared on the basis of certain bases. The bases are political philosophy of land, its aims of education and control of education, etc. On the basis of these similarities and differences between the educations system of different countries is possible.
- **Exposition and conclusion:** On the basis of collected data we try to explain the materials and try to reach in a conclusion.

This method suffers from the difficulty that in the process of analysis no adequate attention is paid to the totality of the educational systems. The analytical method is prone to close our eyes to this inherent similarity. Therefore, in the study of comparative education the necessity of synthetical method has been conceived.

➤ **Synthesis Method:**

In this method problems of education are studied from the view point of the world as a whole. Edmund King in his book “World Perspective in Education” has advocated this method. In the synthetic method when it studies the differences in the various educational systems, it perceives some universal principles because there is much similarity in the needs and aspirations of the entire humanity. However synthetic method has not been developed fully yet now.

➤ **Historical Method:**

It is another important method of comparative education. Essentially, comparative education has developed as a part of history of education. It is due to this reason that comparative education finds a very strong foundation in history. Because the causative factors of modern educational problems are studied in historical method. Through this method it comes to understand those factors which have led to the present structure of education. So, it needless to add that this knowledge will help us to



eliminate the undesirable features and to strengthen further the desirable ones. In Historical method we try to understand all those factors which influence the educational system of a country. Nicholas Hans, Schneider and Kandel have emphasized this method.

Eg- Percentage of women literacy in a country is very poor. This poor percentage informs us about the present position. This lead will further help us to know about the causes of poor percentage and from that our attention will carry to concentrate on the education of those countries in which also the percentage of women education is similarly poor and further it will also try to understand the cause of the same. Thus, through a comparative study it will try to understand to what extend the causes of the poor percentage in the various countries are same.

In Historical method we concentrate our attention only on the past in order to understand the present well. In other words, through historical method we try to discover those features which may help us to build a stronger future position.

However, the greatest difficulty in this method is that the authenticity of historical data on which this method is based may be doubtful. Moreover, in the collection of necessary information it needs great precaution to check false information.

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### **STOP TO CONSIDER**

- The purpose of comparative education becomes a) the analysis of various historical factors of nations that were responsible for different educational systems, b) the identification of educational problems that subsequently emerge, and c) the comparison of the current solutions found by the nations to solve their problems in their own systems.
- The important methods of comparative education are –Descriptive method, Statistical method, Sociological method, Analytical method, Synthesis method and Historical method.



### 1.10 Questions and Exercises:

#### Short –Answer Questions:

1. Give a comprehensive definition of comparative education.
2. Mention some important purposes of comparative education.
3. Indicate the features of comparative education

#### Long Answer Questions:

1. Indicate the aims and objectives of comparative education. Describe the scope and field of study of comparative education.
2. Enumerate the specific objectives of comparative education. Indicate methods for realizing of these objectives.
3. Differentiate between philosophical and historical method and indicate their importance in comparative study.
4. Describe Observation method and its uses in comparative education.

### 1.11 References and Suggested Readings:

- Biswas, A. & Aggarwal, J.C. (1995) *Comparative Education*, Arya Book Depot, New Delhi.
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## **UNIT- 2**

### **DETERMINANTS OF NATIONAL SYSTEM OF EDUCATION**

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#### **Unit Structure:**

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Determinants of National System of Education
  - 2.2.1 Physical Factor
  - 2.2.2 Linguistic Factor
  - 2.2.3 Racial Factor
  - 2.2.4 Economic Factor
  - 2.2.5 Philosophical Factor
  - 2.2.6 Religious Factor
  - 2.2.7 Moral Factor
  - 2.2.8 Humanism Factor
- 2.3 Summing Up
- 2.4 Questions and Exercises
- 2.5 References and Suggested Readings

#### **2.0 Introduction:**

Education is considered as an important instrument for fulfilling the needs and aspirations of a nation. National system of education is that system which is in accordance with national needs and aspirations. National system of education is needed to provide equality of opportunity irrespective of any consideration. It implies that up to a given level all students, irrespective of caste, creed, location or gender have access to education of a comparable quality. However, in this unit we shall understand those factors which influence the educational system of a country. There is always pre-existing some such factors which mould the nature of education of a country. In a way, these factors are independent of social situations. Such factors are generally known as natural. Under this natural group we may include physical, racial,

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economic, linguistic, philosophical, religious, moral, and humanism factors. Below we shall understand these factors.

**2.1 Objectives:**

After going through this unit you will be able to –

- *understand* about the national system of education,
- *analyse* the existing educational system of developed and developing countries.

**2.2 Determinants of National System of Education:**

Each Country has its own educational system and each country consists of different states. So, in order to maintain uniformity in educational field and to maintain a good cooperation among different state it is very essential to have a national system of education then only a country can progress in different fields with the help of proper education.

National system is that system which is followed by each state of a particular country. E.g. - In India apart from different boards and universities the pattern of educational system i.e. 10+2+3 is followed by each and every state of the country. It implies the uniformity in education system. In our country, at school level though different syllabus is followed by different schools at the end of class 10<sup>th</sup> the H.S.L.C. exam is conducted by each school. Moreover, in higher level though different colleges follows different course content or syllabus or though subject matter may be different but 2 years of Higher Secondary and 3 years of degree course is followed in each college.

But in the year of 2023 the National Education Policy 2020 replaces the National Policy of Education 1986 and spells out a significant shift in terms of many aspects, affecting certain historical changes. The most important among them is the transition from a 10+2 structure to a 5+3+3+4

system. This framework places a strong emphasis on fundamental skills and life competencies at every educational level.

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Some of the important factors of National system of education are:

### **2.2.1 Physical Factor:**

It includes the natural or geographical condition of a country. On the basis of natural condition, the education system is determined or formed because physical or natural condition influenced a lot the education system of a country.

E.g.: The Summer vacation of Assam is much longer than Kashmir. Similarly winter vacation of Assam is shorter than Kashmir.

### **2.2.2 Linguistic Factor:**

Linguistic factor also plays a significant role in determination of national system of education. Generally, within a country a number of languages exist because a country consists of different states with different linguistic people. So, unity of language is very important because it influence the education system. Therefore, three language formula is used in our country i.e. mother tongue, national language and official language.

E. g. - In our Country, in lower level mother tongue should be the medium of instruction. But in higher level, official language i.e. English should be medium of instruction. Only then it is easy for all to take education.

### **2.2.3 Racial Factor:**

Generally, we have four races Caucasian, Aryan, Dravidian and Mongolia. The majority of a particular race affects the education system. If in a particular place a majority of people belongs to Caucasian then the education system that particular area affected by that particular race.

E.g. - Aborigines' of Australia are the inhabitants of Australia in former days. So, education system is based on them but with the passes of time British people occupy Australia and they formed education system according to them. Thus majority of race influenced education system.

**2.2.4 Economic Factor:**

Another major factor is economic factor. Economy is very important for a country because on the basis of economic condition of a particular country the education system is formed.

E.g. - Our country is based on agriculture, so, our system of education is based on the basis of it. Similarly, in Japan industrial activity is important so, technical education is given importance in Japan.

**2.2.5 Philosophical Factor:**

Every countries education system is determined by background philosophy of a particular country.

E.g. - In India, education system is determined by mainly philosophy of Gandhi, Tagore etc. which give importance on all round development of people. So, it influences the education system of India.

**2.2.6 Religious Factor:**

It is another influential factor in determining the national system of education. According to the majority of particular religion in a particular place the education system is formed.

**E.g.** - In China mainly Buddhism is followed, so education system is plasticized according to their religious principles. Similarly in our country, in Punjab Sikhism, in Rajasthan Jainism and in U.S.A. Christianity, etc is followed.

**2.2.7 Moral Factor:**

Moral education is very much important because without of it we cannot become a human being because moral sense is one of the important aspects of personality. So, it influences a lot in national system of education.

**E.g.** - In our country moral education plays an important role. So, in our education system from lower to upper grade moral education as a moral science included in our curriculum to develop moral aspect of students.



**2.2.8 Humanism as a Factor:**

The humanism stands for both a human and a humanistic approach to educational problems. It is human in the sense that human interests should not be crushed under the political or religious views or narrow interpretation of the meaning of life.

**E.g.** - Descartes, Pestalozzi, Frobel were closely connected with the humanist movement and contributed to human and human education. But today the impact of humanism on education is quite apparent. Now the ideas of human welfare kept at the top of any educational scheme. So, the curriculum and method of teaching are considered appropriate which promote the full development of human personality.

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**STOP TO CONSIDER**

- National system is that which is followed by each state of a particular country.
- The main determinants of national system are physical, linguistic, racial, economic, philosophical, religious, moral, humanism etc.

**CHECK YOUR PROGRESS**

**Que. 1:** What is national system of education?

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**Que. 2:** Mention some important factors which influence national system of education.

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### **2.3 Summing Up:**

National system is that system which is followed by each state of a particular country. The main determinants of national systems are physical, linguistic, racial, economic, philosophical, religious, moral, humanism, etc. Comparative education is a fully established academic field of study examines education in one country (or group of countries) by using data and insight drawn from the practices and situation in another country or countries. In the words of Kandel, “Comparative education is concerned, since it seeks to analyze and compare the forces that make for differences between national systems of education.” In 21<sup>st</sup> century the goal of the teacher education programme is to develop highly qualified teachers who as knowledge, effective leaders will be innovative, action-oriented role models in classrooms, schools, districts and communities throughout the world. The teacher education programme should be at the forefront in preparing competent, self confident leaders who are committed to educating children in rural and urban multicultural and international communities.

### **2.4 Questions and Exercises:**

1. Enumerate the advantages of National System of Education.
2. Describe about the determinants of National System of Education.

### **2.5 References and Suggested Readings:**

- Biswas, A. & Aggarwal, J.C. (1995) *Comparative Education*. Arya Book Depot, New Delhi.
- Chaube, S.P. & Chaube, A. (2003) *Comparative Education*. Vikas Publishing House Pvt. Ltd., New Delhi.
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**UNIT- 3**  
**RELEVANCE OF COMPARATIVE EDUCATION IN**  
**INDIAN CONTEXT WITH REFERENCE TO**  
**PRIMARY AND SECONDARY EDUCATION**

**Unit Structure:**

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Relevance of Comparative Education in India with reference to Primary Education
  - 3.2.1 Origin and development of Primary Education
  - 3.2.2 Objectives of Primary Education in India
  - 3.2.3 Management of Primary Education
  - 3.2.4 Curriculum of Primary Education
  - 3.2.5 Methods and Techniques of Primary Education
  - 3.2.6 Problems of Primary Education
- 3.3 Comparison of Primary Education in India with other countries
- 3.4 Relevance of Comparative Education in India
  - 3.4.1 Objectives of Secondary Education
  - 3.4.2 Structure of Secondary Education
  - 3.4.3 Administrative Provision of Secondary Education
  - 3.4.4 Curriculum of Secondary Education
  - 3.4.5 Methods of Teaching
- 3.5 Comparison of Secondary Education in India with other countries
- 3.6 Summing Up
- 3.7 Questions and Exercises
- 3.8 References and Suggested Readings

**3.0 Introduction:**

The study of comparative education can help us to understand how economic condition influence educational policies and practices and how

education can contribute to economic growth and development. It can help also to identify the strength and weakness of different education systems and provide insights into how these systems can be improved to better serve the needs of students and society as a whole.

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### 3.1 Objectives:

After going through this unit you will be able to –

- *develop* an understanding of the educational system of India and a few other countries,
- *analyse* the existing educational system of developed and developing countries.

### 3.2 Relevance of Comparative Education in India with reference to Primary Education:

Education is an essential aspect of one's life and it is the country's most important human capital. India has come out now as one of the fastest growing economic country in the South-Asian region. But even then after six decades of Independence, the literacy rate in remote places in India is very poor. Factors like gender, caste, rural–urban inequalities in basic education are mentioned as major hindrances to minimal human development goals in this regard (Teese, R, Lamb, S & Bella, M, 2007). In India, the policymakers want to promote education reforms on the State policy for universal access of education; so the fundamental rights mentioned in the democratic constitution were amended with a noble mission “Education for all”.

#### 3.2.1 Origin and Development of Primary Education:

The primary education was established prior to British Period in several states of the country. But the present system was introduced by

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Christian Missionaries during British period. The development of primary education was made on the recommendations of Wood's Despatch Report of 1854 and Hunter Commission of 1882, Hartog Committee of 1929, and recommendations for Compulsory Primary Education Act 1911 which was done on the effort of Gopal Krishna Gokhale.

During the 20<sup>th</sup> Century, there was a great development in primary education. The compulsory Primary Education Act was passed and in Dec 2002 and in 2009, The Right of Children for Free and Compulsory Primary Education Act was enacted which describe the modalities of the importance of free and compulsory Primary education for children of 6 to 14 years of age group in India. It is under the Article 21A of Indian Constitution which came into force on 1<sup>st</sup> April, 2010 and it made primary education as free and compulsory as fundamental rights of citizen.

### **3.2.2 Objectives of Primary Education in India:**

The main objectives of Primary Education in India are:

- To bring about a harmonious development of the child's personality by fulfilling his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.
- To prepare children for good citizenship, to develop in them a love for their country, its tradition and culture and to inspire in them a sense of service and loyalty.
- To develop a spirit of international understanding, universal brotherhood, a sense of dignity of labour as well as to inculcate scientific attitude among students.
- To prepare children for life through the provision of worth by giving importance on work experience and practical activities.

### **3.2.3 Management of Primary Education:**

In India provisions are made for essential facilities in primary schools, including at least two reasonable large rooms that are usable in all weathers with all necessary toys, blackboards, maps, charts and other learning materials. There must be at least two teachers, one of whom a woman teacher in every school. Government, local bodies and voluntary agencies and individuals are needs to involve fully in the management and construction of school building which is under charge of NREP and RLEGP.

### **3.2.4 Curriculum of Primary Education:**

Modern education does not aim at cramming a specific subject matter but aims at all round development of personality of the child. Modern educationists treat child as the curriculum i.e. according to them curriculum is for the child and not child for the curriculum. Kothari Commission 1964-66 had reorganized curriculum of the primary stage as follows:

- Lower primary stage: It consists of classes I to IV or V which includes subjects like mother tongue, mathematics, environmental studies, creative activities, work experiences and social service and health education.
- Upper Primary stage: It is from classes V or VI to VII which include subjects like mother tongue, English, Mathematics, Social Science, Art, Work experience, Social service, Physical education, Education for moral and spiritual values. Apart from these a third language can also be offered as an optional subject at this stage.

### **3.2.5 Methods and Techniques of Primary Education:**

In India primary education is categorized into three stages: Nursery or pre-primary, Kindergarten and primary education. At this stage mainly importance is given on knowledge of 3R's, development of good habits as well as awareness. So main focus is given on different methods like training

of 3H's, observation method, storytelling, play way, recitation and physical training, etc.

### 3.2.6 Problems of Primary Education:

Besides all mentioned above primary education in India also have some problems which are mentioned below:

- ❖ **Wastage and Stagnation:** A large number of drop outs especially in the primary classes are taking place. It is estimated that more than 50 percent of the wastage is occurring in the primary class which implies a good deal of unproductive investment and wastage of human capital for which immediate corrective steps need to be taken. Teacher-student ratio should be decreased and teachers may be given better status and salary as well as posting of teachers nearby the residence etc should be taken for solving the emergent problem of wastage and stagnation at primary level.
- ❖ **Administration and Supervision:** For proper improvement of primary education it is necessary that the administrative machinery should be decentralized and District Education Officer should be made the over all in charge of primary education. At block level the primary education should be looked after by the Block Education officer who will be responsible for inspection and supervision.
- ❖ **Equalizing Educational Opportunities:** The ultimate aim of our constitution is free and compulsory education for all children within the age group of 6 to 14 years and for that purpose special care will have to be taken so that inequality of such educational development between states, castes, areas, district, gender, etc does not develop.
- ❖ **Neglect of Primary Education:** The primary education is the basic foundation for future life of students so it cannot be neglected. The main cause of lowering quality of primary education in India is schools are overcrowded, ill equipped, inadequately accommodated and



poorly managed. So, by improving facilities by both human and material resources these problems can be solved easily.

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### STOP TO CONSIDER

In India primary education is categorized into three stages: Nursery or pre-primary, Kindergarten and primary education. At this stage mainly importance is given on knowledge of 3R's, development of good habits as well as awareness. Some of the important problems of primary education in India are wastage and stagnation, neglect of primary education, inequality in education, lack of administration and supervision etc.

### CHECK YOUR PROGRESS

**Que. 1:** Write any two objectives of primary education in India.

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**Que. 2:** Mention the three main categories of Primary education in India?

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### 3.3 Comparison of Primary Education in India with other countries:

Points	USA	Japan	USSR	India
<b>Objectives</b>	Development of mother tongue and 3R's training Development of feelings of democratic citizenship	The basic aim of primary education is to provide a worry free environment in each school which helps students to acquire basic and fundamental skills and ability to learn and think on their own.	The aim is to provide people all facilities for all round development and to train the raising generation to consummate the buildings of communists' society.	In India main emphasis is given on physical, mental, social and feelings of citizenship with knowledge of 3R's through the training of 3H's.
<b>Structure of Primary Education</b>	Single/multi class schools with subject wise teachers as well as shift system schools	Elementary education in Japan begins at the age of 6 years and is mandatory for children to attend school in this period.	Elementary schools were called "Beginning level" and schools are including 4 and later 3 classes.	Universalization of primary education is followed in India with the age group 6 to 14 years. Firstly, Operation blackboard was introduced by NPE 1986 and single teacher schools in villages.
<b>Curriculum</b>	Compulsory reading, writing, arithmetic, social relation, religious education, drawing, nature study, music, home science, etc.	Geography, Japanese language, history, music, handicraft, moral character educations are taught in primary schools with regular physical exercise and development of spirit of nationalism.	The curriculum of all school includes nature study, art, music, cultural, physical and social science.	Mother tongue or regional language, social studies, basic craft, nature studies, drawing, health education, etc.
<b>Teaching Methods</b>	Main methods of teaching: Group Activities, Play-way method, physical training, language training, etc.	Efforts are made constantly to maintain a cordial relationship between students and teachers. There is a constant provision of adviser for each student who looks after their school work, physical, mental and moral development.	Experiments, demonstration and the field trips are a part of educational programs in USSR.	Main methods in India are Play way, Storytelling, language training, basic craft, drawing, practice and drill, etc.

### 3.4 Relevance of Comparative Education in India:

#### Secondary Education:

After primary education the most important phase of education for children is Secondary Education. The origin of secondary education in India can be traced to the efforts of Christian Missionaries and some nationalist who established private institutions in Bengal during the later part of 18<sup>th</sup> century and in the beginning of 19<sup>th</sup> century. In India secondary education was introduced on the recommendations of Wood Despatch report 1854. In western countries, it is considered as Gateways to Higher Education as at this stage student are prepared for higher education and different diversified courses are included in the curriculum of secondary education.

### **3.4.1 Objectives of Secondary Education:**

In India a teacher is expected to know the general aims of the subject as well as specific objectives so that they can make the total behaviour changes of students. Secondary Education Commission 1952-53 laid down the following five objectives of secondary education in India:

- Development of balanced personality.
- Training for leadership.
- Formation of good character.
- Promotion of vocational efficiency.
- Development of democratic citizenship.

### **3.4.2 Structure of Secondary Education:**

Secondary Education in India has been divided into two groups: Basic and non-basic groups. Basic education was divided into pre-basic and post basic, within which it was planned to teach the curriculum of the seven or eight year's secondary school in six years. Basic courses were considered equivalent to the three years higher secondary courses. Mudaliar Commission (1952-1953) had emphasized the need of reorganization of secondary education which recommended the introduction of three years' degree courses by changing prevailing intermediate system into higher secondary. The Govt. of India accepted the recommendations of Mudaliar Commission and advised the various states to introduce the three-year degree course and multipurpose schools for introducing a vocational approach.

### **3.4.3 Administrative Provision of Secondary Education:**

Secondary Education Commission has emphasized the following recommendations for administrative pattern:

- ❖ Director of Education.
- ❖ Coordinating Committee of Heads of Education Department.
- ❖ Board of Secondary Education
- ❖ Teacher Training Board.
- ❖ Central Advisory Board.
- ❖ State Advisory Board.

### **3.4.4 Curriculum of Secondary Education:**

Kothari Commission 1964-66 had split up the secondary stage into two parts namely lower secondary (ix to x) and higher secondary (xi to xii). At lower secondary the commission prescribed a general stream of ten years of schools of education in which all subjects are compulsory. At higher secondary, the commission had recommended for 50 percent vocationalization of the curriculum.

### **3.4.5 Methods of Teaching:**

In our Country diversified courses have been included in secondary education. Secondary Education Commission 1952-53 recommended method of science subjects should be effective. It was given following suggestions for teaching method.

- ❖ Teaching method should be child-centred which should be given freedom for learning and academic activities for students.
- ❖ The programme should be organized for work experience which gives importance on practical utility for students.
- ❖ Teaching methods should be purposeful and realistic which should be given importance on activity and project method.
- ❖ In teaching science subject's demonstration, laboratory, experimental and project method should be used adequately.
- ❖ Educational excursion, extension activities, supervised study, and library method should be encouraged.

#### **STOP TO CONSIDER**

In India secondary education was introduced on the recommendations of Wood Despatch report 1854. Secondary Education in India has been divided into two groups: Basic and non-basic groups.

### CHECK YOUR PROGRESS

**Que. 3:** What is the main objective of secondary education of USSR?

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**Que. 4:** What are the different teaching methods used in secondary education in India?

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### 3.5 Comparison of Secondary Education in India with other countries:

Points	USA	Japan	USSR	India
<b>Objectives</b>	The fundamental Act for secondary education was formed in 1918. This act is considered as a key for secondary education. The main objectives of secondary education are the development of physical, mental, social, emotional as well as vocational development.	To acquire necessary knowledge, skills and attitude for the development of the self and the nation and to promote love and loyalty for the nation.	In USSR secondary education is centralized. The main objectives of secondary education are development of human personality with developing skills for foreign language and developing qualities of good citizenship.	Development of human personality including vocational efficiency, character development, preparing for international understanding and also for good citizenship.
<b>Educational Structure</b>	Religious and social leader's organized Latin Grammar schools. These schools are organized by democratic-economic system	Japanese school system consists of six years elementary, three years junior high school and 3 years high schools. Education is compulsory at the elementary and lower secondary stage where upper secondary stage is not compulsory. Lower secondary covers from seven to nine. Vocational technical education includes several hundred specialized courses.	There is centralization of education system. The responsibility of education is of Central govt. where there is no freedom to students.	It is state responsibility to organize central secondary education.

<b>Curriculum</b>	It is developed by education Department and state board. Subjects like English, Maths & Science, Foreign language, Psychology etc. are included but the main importance is given to vocational and industrial works.	Subjects like mathematics, science, arts, music, home science, sociology, Japanese language, applied technical education etc. were taught for thirty-four hours a week. At upper secondary stage preparatory classes part time course and technical vocational education was particularly emphasized.	There are various types of courses—Russian languages, foreign language, social science and humanities etc. and guidance services are organized in secondary schools.	There are diverse courses in 4 groups literary, scientific, Constructive and aesthetic. There are polytechnic schools for vocational and industrial course.
<b>Teaching Methods</b>	Methods like questions-answer, inductive and deductive methods, demonstration, observation, experimental method, are used.	A unique feature of Japanese method is a unique implementation of traditional subjects by modern one.	There is a great variation in courses such as workshop, project method, cultural programme, demonstration, observation, group discussion, etc.	In India different methods like, text book method, lecture-cum question answer method, assignments, field work, group activities etc. are used.

### 3.6 Summing Up:

- The societal approach depends upon the beliefs that ‘as is the society, so is the school’. This approach is more comprehensive because scientific educational systems are regarded as contemporary outcome of historical and social forces and factors.
- In India in Primary Education main emphasis is given on physical, mental, social and feelings of citizenship with knowledge of 3R’s through the training of 3H’s.
- In India regarding Secondary Education importance is given on Development of human personality including vocational efficiency, character development, preparing for international understanding and also for good citizenship.
- Higher education in India more emphasis is given on transmission of new knowledge and extension and to facilitate research studies.

### 3.7 Questions and Exercises:

1. Describe the relevance of Primary Education in India with special reference to different countries of the world.

2. Describe the relevance of Secondary Education in India with special reference to different countries of the world.

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**UNIT- 4**  
**RELEVANCE OF COMPARATIVE EDUCATION IN INDIAN**  
**CONTEXT WITH REFERENCE TO HIGHER AND TEACHER**  
**EDUCATION**

**Unit Structure:**

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Relevance of Comparative Education in India with reference to Higher Education
  - 4.2.1 Objectives of Higher Education
  - 4.2.2 Structure of Higher Education
  - 4.2.3 Curriculum for Higher Education
  - 4.2.4 Teaching Methods for Higher Education
- 4.3 Comparison of Higher Education in India with other countries
- 4.4 Relevance of Comparative Education in India with reference to Teacher Education
  - 4.4.1 Pre service and In-service Teacher Education Programme
  - 4.4.2 In-service Teacher Education Programme
- 4.5 Comparison of Teacher education in India with other countries
- 4.6 Summing Up
- 4.7 Questions and Exercises
- 4.8 References and Suggested Readings

**4.0 Introduction:**

A comparative approach to studies of higher education should imply much more than a juxtaposition of descriptive studies of higher education systems or a particular aspect of these systems as appearing in different countries. This really comparative approach in education has been used much more widely with respect to teacher education also. Teacher education has gone through various phases and changes in India and other parts of the world.



#### 4.1 Objectives:

After going through this unit you will be able to—

- *develop* an understanding of the educational system of India and a few other countries,
- *analyse* the existing educational system of developed and developing countries.

#### 4.2 Relevance of Comparative Education in India with reference to Higher and Teacher Education:

Human civilization has derived great benefits from the efforts of specialists who have penetrated even more deeply in the secrets of nature, and the motive and process of human behaviour, individual and social. Humanistic research increases our knowledge of human nature and enables us to form correct judgments. In the words of Radhakrishnan, “a progressive society depends on its inclusions of three groups: scholars, discoverers and inventors.” The universities are chief agencies for producing these types of men who will use progressive activities into an effective instrument.

The word university has been taken from the Latin word “Universities” which means an institution, a community or a corporation. The word universe itself points towards standard, goal and value, and it deals with the tertiary level of education.

##### 4.2.1 Objectives of Higher Education:

After independence Radhakrishnan Commission 1948, appointed on University Education, had stated the following objectives of Higher education:

- The main objective of Higher education should be to given birth to new values of life.

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- In a democracy, the chief aim of Higher education should be to provide useful knowledge which should be necessary for leading a democratic way of life.
- It aims at producing intellectuals who will be able to direct, guide, preserve and revive our national culture, civilization, customs and traditions.
- Higher education should teach the students the lesson of morality, good behavior, ideal citizenship and leading towards integration of man and society.

#### 4.2.2 Structure of Higher Education:

Indian structure of Higher Education is as follows:

- 1) **Unitary University:** It is one that is situated at a centre where all teaching work is done under the control of a single organization which consists of several departments or constituent colleges.
- 2) **Federal University:** It is an organism of institution under the authority of a university which consists of several constituent colleges but colleges are internally free, forego some of it in order to share the life of the university.
- 3) **Residential University:** A residential university manages teaching through its various departments situated in the premises and provides all the facilities to students and teachers at the centre.
- 4) **Affiliated University:** This university does not provide teaching function at the campus instead it has many affiliated colleges over which it exercises control and supervision.
- 5) **Affiliated-cum-Teaching University:** In free India some universities though started initially as an affiliated university through an enactment by parliament or legislature had lately opened certain departments at the campus and is performing teaching functions.

- 6) **Central University:** There are several universities which had been created through an act of parliament and are managed, financed and controlled by the Central Government through its Ministry of Education and Social Welfare.
- 7) **State University:** The State University's are those which had been started by a particular state through an act of its legislature and exercise full control over it.
- 8) **Deemed University:** Some institutions of a National importance have also been granted a university like status under Section 3 of University Grants Commission Act of 1967 and had been termed as a Deemed to be University.

#### 4.2.3 Curriculum for Higher Education:

The post-graduate students must be trained in hard intellectual endeavour which must form an essential feature of any good higher educational institution. At post graduate levels students are trained for different profession. The post graduate classes are intended:

- To train teachers for all levels of higher education
- To train experts for many services, like the non-academic fields such as government industry, commerce, agriculture and public welfare
- To train research personnel.

The commission has given the following recommendations for re-organizing the university curriculum:

- Knowledge should be cultivated in its entity. There should be a connecting bond between the general, intellectual and vocational education. Hence while drawing up the courses of study for higher education this connection and link between various aspects must be emphasized.

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- The relationship between the general and specialized education should be defined in the context of its relevance to individual, social and professional benefits to students.
- The courses of studies for university and intermediate colleges should be re- organized for solving different defects of existing system of education.

#### **4.2.4 Teaching Methods for Higher Education:**

The objective of Higher Education is to provide the deep and broad knowledge of the subject with provision of special training for vocational, technical and medical area. Besides these there is extension and expansion which was done for new knowledge and higher educational institutions. The teaching methods which are following in higher education in India are mentioning below:

- ❖ Lecture cum discussion method is commonly used; along with laboratory, demonstration and experimental method are used for science subjects.
- ❖ The research orientation is given by organizing and conducting research project with using project method for dissertation.
- ❖ Library method is used as supplementary technique with term paper and assignments for assimilating the classroom learning.

#### **STOP TO CONSIDER**

The objective of Higher Education is to provide the deep and broad knowledge of the subject with provision of special training for vocational, technical and medical area. The teaching methods which are following in higher education in India are Lecture cum discussion method, Project method, Library method etc

Indian structure of Higher Education includes Unitary University, Federal University, Residential University, Affiliated University, Central University, State University and Deemed University.

### CHECK YOUR PROGRESS

**Que. 1:** Point out the main objectives of higher education in India.

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**Que. 2:** Mention the duration of Higher Education programme in India?

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**Que. 3:** Differentiate Federal University and Unitary University?

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#### 4.3 Comparison of Higher Education in India with other countries:

Points	USA	Japan	USSR	India
Objectives	<ol style="list-style-type: none"> <li>1) To develop depth and broadness of the subjects.</li> <li>2) To provide technical training and to encourage the research studies.</li> </ol>	Japanese higher education system is a powerful tool for their national politics and culture. The Japanese has transformed their higher education system by adapting and acquiring useful and valuable information and technology from different education system.	<ol style="list-style-type: none"> <li>1. To develop the abilities for graduate and post graduate in the subjects.</li> <li>2. To train for vocational courses and to develop international studies and outlook understanding</li> </ol>	<ol style="list-style-type: none"> <li>1. To the transmission of new knowledge and extension.</li> <li>2. To facilitate research studies.</li> </ol>
Administration and organization	The responsibility of higher education is cooperation of States and Local bodies. The universities are organized by States.	Japanese Govt. has the authority to sanction the form of all new higher education institutions both private and public. The finances of universities come under the jurisdiction of the ministry of Education or (Mombusho). Ministry of education keeps hold of the main influence over the growth and development of higher education in Japan.	The Colleges and Universities are established by States. There are cooperative organizations to assist these universities.	Central universities by central government and state universities are organized. The state has the control on state universities.

Curriculum	Higher education programme is for 4 years in normal schools- health and medical courses for 7 years duration and technical education is of 5 years.	Japanese language, sociology, advanced technology, home science skill education etc are included in curriculum.	Literacy subjects, science subjects and behavioral courses, psychology, sociology, economics are taught along with foreign language.	The boards of studies of universities have freedom to develop their own courses. The technical, agricultural, and provision for foreign languages.
Methods of teaching	Lecture, question – answer, demonstration, laboratory experiment etc are used as method of teaching.	Lecture method was prevalent and co-curricular activities which were very organized. The supervision Bureau of the education Ministry used to supervise the conduct of students.	Group discussion, seminar, field work, experimental method, assignment etc.	Lecture method, laboratory, field work, seminar and group discussion etc.

#### 4.4 Teacher Education in India:

The professional preparation of teachers being crucial for the qualitative improvement of education should be treated as a key area in educational development and adequate financial provision should be made for it, both at the state and national level. Every nation has teacher training institutes which provide teacher education programme for different stages. The effective teachers are born and but teachers can also be made by training. Therefore, training for teacher is considered essential and compulsory.

#### General objectives of teacher education in India are:

- ❖ To develop a warm and positive attitude towards the growing children and their academic, socio-emotional and personal problems.
- ❖ To develop an understanding towards objectives of student teaching and an awareness of the role played by school in achieving the goals of developing democratic, secular and socialistic society in India.
- ❖ To develop communication, psychomotor skills and abilities conducive for human relations and this will enable students to promote learning inside and outside the classroom.
- ❖ To establish a liaison between school and community by employing ways and means for integrating the resources as a life of the community with school.

- ❖ Teacher education has the general objectives to develop Gandhian values of non –violence, truthfulness, self discipline, self reliance and dignity of labour.

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### **Some Essential Features of Teacher Education in 21<sup>st</sup> century:**

Many have asserted that the existing system of teacher training institutions are not equipping teachers with the skills needed to make students to be successful one in the 21<sup>st</sup> century. The goal of the teacher education programme is to develop highly qualified teachers who as knowledgeable and effective leaders who will be innovative, action-oriented role models in classrooms, schools, districts and communities throughout the world. The teacher education programme should be at the forefront in preparing competent, self confident leaders who are committed in educating children in rural and urban multicultural and international communities.

### **The Essential Features of Teacher Education are as follows:**

- ✓ Teachers of the future will pursue careers in a globally integrated knowledge economy that reward teamwork, continuous learning and constant innovation.
- ✓ In many ways, teacher educators are working with one foot in the future and the other in the past. Their generation will serve most digitally savvy, socially networked generation in the history.
- ✓ Schools of education must go beyond the present paradigm of teacher preparation. They must take on the exciting challenge of developing 21<sup>st</sup> century educators for 21<sup>st</sup> century schools.

#### **4.4.1 Pre-service and In-service Teacher Education Programme:**

Pre-service and In-service components of teacher education being inseparable and considerable focus have been given in framework on continuing professional development strategies. Since a major area of weakness in the existing teacher preparation programme is the quality and experience of those who have the responsibility of training young entrants



to the profession of teaching, a fresh perspective of preparation of teacher educators is dealt with detail——NCFTE, 2009.

#### 4.4.2 In-service Teacher Education Programme:

In-service training provides teachers with opportunities to learn specific skills, techniques, and new instructional approaches that they can use in their own teaching. The need for it as follows:

- It provides opportunities for updating the knowledge of development in science and technology and application.
- It helps to acquire improved understanding of generally applicable pedagogical techniques and those reinforcing equitable techniques which provide opportunity to practice new techniques and to share experience with other teachers.

#### 4.5 Comparison of Teacher Education in India with other countries:

Points	USA	Japan	USSR	India
Objectives	1) To develop teaching attitude, interest and skills for teaching. 2) To provide theoretical knowledge of teaching and to train for teaching vocational subjects.	The main objective is educating new teachers with practical abilities and developing staff or school leaders with theoretical and practical abilities.	1) To provide the awareness in the theory of teaching. 2) To develop teaching skills, morals and to provide understanding of pedagogies.	1) To develop career of teaching and skills. 2) To develop teaching attitude and interest and to provide knowledge of theory of teaching.
Administratio n organization	During 19 <sup>th</sup> century Country council started training, department of education were established by universities. The financial assistance is given by state to training colleges.	The department of teacher education and administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals to prepare in an effective way.	Teacher education is administered by state for in service training which is given to teachers. The secondary education institutes provide in-service training.	Teacher education programme is controlled by NCTE since 1995; it is organized in colleges and universities. Recently, self financing institutes such as private schools, and SCERT, DIET are providing in service training for teachers.
curriculum	Curriculum includes General education, theory of education, educational psychology, teaching technology, training activities, community programmes etc.	It includes 2 year course at a junior college and 4 year course at university level. An English teacher in a senior high school must hold at least a first class certificate for which teacher needs bachelor degree.	It includes teaching professional subjects, pedagogies of teaching, teaching methods and techniques, social and cultural activities etc.	Curriculum includes compulsorily theory of education, educational technology, development of education, educational psychology and optional subjects like administrative, guidance and career, measurement, environmental and co-curricular activities etc.
Problem of teacher-education	Main problems are --- 1) Lack of practicing schools & Experimental schools. 2) Lack of coordination with other subject teachers and isolation of school life.	The main problem is the dearth of available specialized institutions to educate teachers.	Main problems includes--- 1) Teaching skills are not emphasized but vocational specialized is compulsory. 2) Lack of demonstration school at secondary level.	Main problems includes--- 1) Isolation from other subject teacher. 2) Lack of practicing schools. 3) No follow up observation of teachers.



**STOP TO CONSIDER**

Teacher Education programme is controlled by NCTE since 1995; it is organized in colleges and universities. Recently, self financing institutes such as private schools, SCERT and DIET are providing in-service training for teachers.

Space for Learner

**CHECK YOUR PROGRESS**

**Que. 4:** Write down the problems of teacher education programme in India?

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**Que. 5:** Write any three objectives of teacher education programme in Japan?

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**Que. 6:** Mention the curriculum of teacher education programme in USA.

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**4.6 Summing Up:**

- In Higher education in India more emphasis is given on transmission of new knowledge and extension and to facilitate research studies.
- In 21<sup>st</sup> century the goal of the teacher education programme is to develop highly qualified teachers who as knowledge, effective leaders will be innovative, action-oriented role models in classrooms, schools, districts and communities throughout the world. The teacher education programme should be at the forefront in preparing competent, self

confident leaders who are committed to educating children in rural and urban multicultural and international communities.

#### **4.7 Questions and Exercises:**

1. Mention some important points regarding method of teaching of Japan in higher level with comparison to India.
2. Describe the importance of teacher training programme with giving emphasis on provision for teacher training in different countries.
3. Outline a comparative study about the education system of USA and India.
4. Write a note on pre-service and in-service teacher education programme in India.

#### **4.8 References and Suggested Readings:**

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