

**Institute of Distance and Open Learning
Gauhati University**

**MA in Education
Semester I**

**Paper 104
COMPARATIVE EDUCATION**



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Unit : 1

Comparative Education

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1.1 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. Comparative education, deals with that uniqueness, similarities and differences of education systems or ideas of one country with another country. So, Phillip E. Jones had states “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 answer our own by no means insignificant educational questions. At once, such comparison arises from sheer curiosity and hard practicality.”

The history of comparative education can be traced from the human civilization. For example, a comparison of man and woman in context of improvement in life can be taken in consideration, In the field of education, reformers and educationists have been comparing their systems with the systems prevalent in other countries to improve their own. However, comparative education has been defined in different ways by various authors but most of them commonly emphasize on the use of data from other educational systems.

1.2 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.
- understand the meaning and importance of comparative education.
- understand the existing educational system of developed and developing countries.
- identify and appreciate the purposes 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 21st century.

1.3 Meaning of Comparative Education:

Marco-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 in 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 an 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 the 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 the 20th century, travellers attracted the attention of people by writing about the educational system of the countries they visited. The educational system of a country is bound to attract attention of people from other countries. These travellers emphasized on social progress and economic prosperity and further claimed that education is responsible for both. Therefore, the travellers' opinion plays an important role in the development of comparative education.

So, in comparative education we 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 studied.

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

- According to C. Arnold 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 states, “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.

Characteristics of Comparative Education:

The important characteristics of comparative education are worth mentioning:–

- Education is the foundation of any society as it helps societies envisage its future. 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 the demands of the 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 one's own education system. The special features of other nations can be adopted by the native country to draw benefits. This helps in reducing error and drawbacks of one's own educational system.
- UNSECO is an establishment to solve the educational, scientific and cultural problems of the nations of the world. This organization organizes the programmes of exchange for the educational structure of the nations of the world, world conferences and encourages international educational and cultural programmes.

1.4 Objectives of Comparative Education:

The scientific and chronological development affects the human life and new developments have taken place in educational system. It results in

the change in the objectives of comparative education. The major objectives of comparative education are worth mentioning:

- To study inter and intra-national educational systems and their factors and identify their similarities and differences.
- To analyze and study the philosophical and psychological principles so that it helps to get a closer look at the underlying philosophy as well as the psychological aspects of that particular country.
- To analyze the structural, social, economic and financial systems of education of other countries because these are some of the important factors of education which make education system unique.
- To study the problems faced by different students in different countries so that it not only gives us an idea about the problems of different countries but also to offer help by suggesting suitable solutions.
- To analyze the educational levels of developed and developing nations which include:
 - a) Pre-primary and primary education
 - b) Secondary Education
 - c) Higher education and university education
 - d) Open Education University
 - e) Comparative study of teacher education
- To assess one's own system of education and compare it with other countries which helps to understand the contribution of education towards globalization.

Stop to Consider

- Comparative education is the study of uniqueness, similarities and differences of education systems or ideas of one with another country.
- It is an analytical study of environmental forces and historical factors that shape the educational systems of different countries and attempts to find out a solution of their problems on a comparative basis.

Check Your Progress-1

- Define comparative education.
- Mention two important objectives of comparative education.

1.5 Scope of Comparative Education:

Comparative education is generally found in all the aspects of education which covers a wide area. The scope of comparative education is worth mentioning:

- **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, 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, needs to follow instructional objectives. The instructional objectives, both 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 levels of education is in keeping in view the age and psychology of different children of different age levels with all necessary objectives and outcomes.
- **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 we study 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.

- **Study of Examination system:** Study of Examination system is also included under the scope of comparative education. In the present time continuous and comprehensive evaluation system has been followed in case of evaluation of students' performance as the main aim of education system is all round development of personality of students. Moreover, in higher education semester system and Choice based credit system has been followed. Seminar, assignments, projects etc are also included which requires active participation of the students in different activities. All these are the result of comparative analysis of evaluation system prevalent in different countries which depicts overall performance of students.
- **Problem of teacher education:** Problem of teacher education is another area of study under comparative education. Teacher plays an important role in the teaching-learning process. So the training of teacher is considered as an important parameter for improvement of quality of education. Different countries follow different patterns of training for teachers of different levels of education. Therefore, the analysis of different countries helps us to plan the best programme for one's own country.
- **Open and Distance Education:** In modern period Open and distance education plays an important role in the education system because it is the most common mode of education of all countries specially 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 further provides great opportunities for those who are socially underprivileged and get left behind due to economic restraints as well as for adults and drop outs that could not pursue their education for whatever reasons. In fact, 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:** 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 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.

Check Your Progress-2

(Fill in the blanks)

- There are.....main approaches for comparative study of educational system.

(Please tick the correct one)

- Comparative education includes-
 - a) Curriculum and method.
 - b) Objectives of education.
 - c) Administration and organization.
 - d) All of the above.
- Discuss the scope of Comparative Education in the modern day context.

1.6 Purposes of Comparative Education:

In the New Era in Education of 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 the 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, itself became a new factor in shaping national character. But even in shaping the national character it is being controlled and guided by 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 identification 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 various purposes of comparative education are worth mentioning:

- 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 lagging behind. The kind of rule in the country causes progressiveness or backwardness. In fact, educational administration and control is strictly 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.
- The purpose of Comparative Education is to find out the impact of social change in the development of education because of its influential role in the social processes, social control and social organization.

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.

Check Your Progress-3

(Please tick the correct one)

Q. Most important contribution in International Education is given by-

(a) UNO (b) UNESCO (c) WHO (d) All of these.

Q. UNESCO is playing important role in international level.

True/False.

1.7 Methods of Comparative Education:

In the various methods of the study of comparative education the following are noteworthy-

Descriptive method, Statistical method, Sociological Method, Analytical Method, Synthesis Method, Historical Method. Now we shall discuss one by one.

● Descriptive Method:

In the Nineteenth Century this method was used, because a detailed description of educational affairs of another country was deemed necessary. John Griscom and Horace Man of U.S.A. and Matthew Arnold 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" 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. He described the basic features of educational system of these countries 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:

The purpose of Descriptive Method is—

- 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 the people who try to popularize things of a country are encouraged through this method. Moreover, people who are 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 also has some disadvantages. Firstly, obtaining reliable data and difficulty faced in using different terms used in educational systems by different countries becomes a hurdle in the process. Another difficulty is that through this method it is problematic 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 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 not only emphasizes 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:

The purpose of Sociological Method is—

- 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

However, this method has some limitations as contended by some educationists since 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 is not possible without analyzing those because it is through analysis that the various elements are 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. Only 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. 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 point of view 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, this method has not been developed 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 here. Thus through this method those factors which have led to the present structure of education can be understood. So, it is needless to add that this knowledge will help us to eliminate the undesirable features and to strengthen 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- Suppose, the 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 behind this poor percentage and from that our attention will be forwarded to concentrate on the education of those countries where 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 better. 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.

Stop to Consider

The important methods of comparative education are Descriptive method, Statistical method, Sociological Method, Analytical Method, Synthesis Method, Historical Method.

Check Your Progress-4

- Mention two important purposes of sociological method.
- The method of comparative study is the-
 - (a) Casual comparative (b) Analytical Method.
 - (c) Survey Method (d) All of the above.
- The source of historical method is the – (a) Secondary, (b) Primary, (c) Both of the above, and (d) None of these.

1.8 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. eg- 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, in school level, though different syllabus is followed by different schools, at the end of class 10 the H.S.L.C. exam is conducted by each school. Moreover, in higher level though different colleges follow different course content or syllabus but the system of 2 years Higher Secondary and 3 years degree course is followed in each college.

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

- **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.
- **Linguistic factor:** Linguistic factor also plays a significant role in the determination of national education system. 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 influences the

education system. Therefore, three language formulas are used, namely Mother tongue, national language and official language.

e.g.- In our Country, at lower level education, mother tongue should be the medium of instruction. But in higher level, the official language i.e. English should be medium of instruction. This makes the process of education convenient for all.

- **Racial factor:** Generally, we have four races Kokesia, Aryan, Drabiyar, Mugolia. Majority of a particular race affects the education system. If in a particular place a majority of people belong of Kokesia than the education system in that particular area is affected by that particular race.

e.g.- Aborigines of Australia were the inhabitants of Australia earlier. So, the education system of the rest was based on them but, with time the British people occupied Australia and they formed an education system suitable for them. Thus the majority race influenced education system.

- **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 formed.

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

- **Philosophical factor:** The education system in every country is determined by the background philosophy of a particular country. So, it is very important.

e.g.- In India, education system is determined primarily by the philosophies of Gandhi, Tagore etc. which give importance on the all round development of people. So, they influence the education system of India.

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

- **Moral factor:** Moral education is very important since moral sense is one of the most important aspects of personality. So, it influences a lot in the national system of education.

e.g.- In our country moral education plays a significant role. So, in our education from lower to upper grade moral education as moral science included in our curriculum to develop the moral aspect of students.

- **Humanism as a factor:** Humanism stands for a human and a human approach to educational problems; 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, Froebel etc, were closely connected with the humanist movement and contributed to human education. But today the impact of humanism on education is quite apparent. Now the ideas of human welfare are kept at the top of any educational scheme. Now the curriculum and method of teaching which promote the full development of human personality are considered appropriate.

Stop to Consider

- 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.

Check Your Progress-5

- What is national system of education?
- Mention some important factors which influence national system of education.

1.9 Summing Up

- Comparative education is a fully established academic field of study that 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.”

- The goal of comparative education is to introduce students to the origins and development of the field of international, comparative and development education and to explore how comparativists have engaged in some of the theoretical and ideological debates that characterize research in the social science.
- Awolola (1986) identified eight approaches to the study of comparative education. They are: (a) Problem Approach or Thematic approach, (b) Case study approach, (c) Area study approach, (d) Historical approach, (e) Descriptive approach, (f) Philosophical approach, (g) International approach, (h) Gastronomic approach.
- The thematic scope of comparative education focuses on themes, topical issues or problems and compares them within one or more geographical units. This can further be done by analyzing a topical issue in education and understanding.
- Increasing concerns for quality education are required to emphasize on education that is relevant to the life and needs of the students and the society they are to serve. This has created a lot of interest in education worldwide. Comparative educationists have been called upon by international agencies to help solve these myriad educational challenges.
- Comparativists involve themselves in the universal evaluation of education systems globally by assessing how these systems live up to global trends and challenges of the twenty-first century.
- Combination of national, political, social and economic forces result in configurations of societies discernible at national level and by explicating such national education in societal interrelationships.

- Descriptive method concerns with the simple description of educational systems of foreign countries. It studies, describes and interprets the phenomena to identify status and trends in education.
- Today, comparative education employs quantitative or statistical techniques. This quantitative approach characterizes the most recent stage in the development of comparative education.
- 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.
- The analytical method is prone to close our eyes to inherent similarities of different educational systems whereas in Synthesis method we study the differences among educational systems and we perceived some universal principles for needs and aspirations of entire humanity.
- The historical approach is based on the conviction that the present system of education is rooted in the history of the nation and therefore for better understanding of the system it is necessary to understand the history.

Key Terms:

Comparative education: It implies to compare the system of education prevalent in different countries and to find out similarities and differences among them.

Educational System: It covers the aims and objectives, curriculum, methods, discipline and all other rules and regulations which are followed by a particular system of education.

Examination System: It is an index of the amount of material a child has grasped during his course of study.

Instructional objectives: It means to clearly specify what the outcome should be after teaching the contents and following the system of education.

National system of education: It implies that system of education which is followed by each state of a particular country.

Answers to ‘Check Your Progress’-1

1. In the words of C. Arnold 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.”
2. The two important objectives of comparative education are-
 - a) To analyze the structural, social, economic and financial systems of education of other countries because these are some of the important factors of education which make education system is unique one.
 - b) To study the problems faced by different students in different countries so that it not only gives us idea about the problems of different countries but also we can help by suggesting suitable solutions.

Answers to ‘Check Your Progress’-2

- There are two main approaches for comparative study of educational system.

- Comparative education includes-
 - a) Curriculum and method.
 - b) Objectives of education.
 - c) Administration and organization.
 - d) All of the above.

Answer = d

Answers to ‘Check Your Progress’-3

- Most important contribution in International Education is given by-
 - (a) UNO (b) UNESCO (c) WHO (d) All of these.

Answer = d

- UNESCO is playing an important role in international level.

Answer = true.

Answers to ‘Check Your Progress’-4

1. The important purposes of comparative education are–
 - a) to find out the differences in the educational system of different countries and to find out the factors that cause these differences.
 - b) 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.
2. The method of comparative study is the–
 - (a) Casual comparative,
 - (b) Analytical Method,

(c) Survey Method, and

(d) All of the above.

Answer = d

3. The source of historical method is the –a) Secondary b) Primary c) Both of the above d) None of these.

Answer= d

Answers to ‘Check Your Progress’-5

1. National system of education is that system which is followed by each state of a particular country. It implies the uniformity in education system.
2. Some important factors of National system of education are worth mentioning:
(a) Physical, (b) Linguistic, (c) Racial, (d) Economic, (e) Religious

1.10 Questions and Exercise:

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.
4. Enumerate the advantages of National System of 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.
5. Describe about the National System of Education. Enumerate about the determinants of National System of Education.

1.11 References & Suggested Readings:

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Unit II

England

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2.1 Introduction

The country of England is a part of the United Kingdom of Great Britain sharing its borders with Scotland to the North and Wales to the West. England is separated from the continent of Europe by the North Sea to the East and the English Channel to the South.

2.2 National Educational System of England

Education is free and compulsory for all children between the ages of 5-16 years. Some children are educated at home rather than in school. Children's education in England is normally divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven. The education is characterised by decentralised administration, with more responsibilities lying in the hands of voluntary agencies and teachers. **Section 7 of the Act of 1944** states, "*The Statutory system of public education shall be organised in three progressive stages*

to be known as primary education, secondary education, and further education”, and that “it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area.” Although the school system is national in its main outlines, it is very much a matter of local choice.

2.3 Pattern of Administration

The administration of education policy began in the 19th Century in the United Kingdom. Official mandating of education began with the Elementary Education Act 1870 for England and Wales, and the Education (Scotland) Act 1872 for Scotland. Education policy has always been run separately for the component nations of the United Kingdom, and is now a devolved matter. As there is no devolved government for England, the administration of education policy for the nation has been carried out by a number of different British central government departments since the 19th century.

Before the latter-part of the 19th century education was a private matter, and there was no governmental policy regarding matters concerning education. Some education services were provided by the Church and a Committee of the Privy Council was appointed in 1839 to supervise the distribution of certain Government grants in the education field. The members of the Committee were the Lord President of the Council, the Secretaries of State, the First Lord of the Treasury, and the Chancellor of the Exchequer. From 1857 a Vice President was appointed who took responsibility for policy, leading to the creation of the Education Office. With the 1870 Act the Education Office was given the task to manage the national process and commission local school boards in boroughs and parishes where they were requested. The Board of Education Act 1899 took effect in 1900, renaming the Education Office to the Board of Education . It managed the national process and commissioned local school boards in boroughs and parishes where they were found to be needed. The 1902 Act formalised the relationship between central government and education delivery by abolishing the 2568 school boards set up by the 1870 Act, and transferring their duties

(and schools) to local government (borough and county councils) in a new guise as local education authorities. The 1944 Act changed the system of education in England by forming the Tripartite System and renamed the Board of Education to the Ministry of Education. The Department of Education and Science (DES) was created in 1964 as the merger of the Ministry of Education with that of the Ministry of Science following the Prime Minister Harold Wilson's focus on the "white heat of technology". The 1988 Act brought in the concept of external validation of teacher performance and a support framework for teachers to use as the core of their syllabus, in the form of the National Curriculum. In 1995 the DES was merged with the Benefits Agency and split off the Office of Science and Technology to become the Department for Education and Employment (DfEE). After the 2001 General Election, the DfEE and the Department for Social Security were combined and re-split into the Department for Education and Skills (DfES) and the Department for Work and Pensions. In 2007, when Gordon Brown became Prime Minister, he split the education ministerial portfolio into two namely, the Department for Children, Schools and Families (DCSF) formed with board responsibilities for children up to the age of 14, and for some aspects up to 19, taking on some social care responsibilities from the Department for Health and the Department for Innovation, Universities and Skills (DIUS), which took over responsibility for all higher and further education and science policy, taking on the Government Office for Science, which by then included the Office of Science and Technology that had split off from DES in 1994. In 2009, DIUS was merged with parts of the Department of Trade and Industry to form the Department for Business, Innovation and Skills (BIS), but with no change in the scope of its education policy remit.

Thus, education is a joint responsibility of the Education Minister, Her Majesty's Inspector of Schools and the Local Education Authorities. Besides, every person becomes responsible as a partner for the development of education. Such partnerships are set by skilled teachers, local and central administrative officers and social service committees and organisations. The educational system of the country is enriched by such joint efforts. In short, education is a partnership of national and local government.

2.4 Education Minister

According to the Act of 1944, the Education Minister is the highest authority of Education in England and Wales. He is responsible to the Parliament. Other organisations and authorities are subordinate to the Education Minister. The parliament enacts various acts, statutes and regulations which control all the educational activities of the country. The Education Minister presents a report on the educational achievements and failures before the parliament every year. The report presented by the Education Minister is discussed in the House of Commons. Every member of the Parliament, is entitled to discuss or consider any educational matter. The Education Minister proposes before the Parliament whatever rules and regulations he desires to frame. The Parliament discusses these proposals for forty days, during which any member of the Parliament can put questions to the Education Minister on matters related to education. The members of the Parliament may demand scratching out of any of the clause from the proposed bill. Education minister is thus required to respect the opinion of the people. The Education Minister performs his duties in a democratic way. The Act of 1944 enumerates the following duties of the Education Minister:

1. He is to formulate the national education policy in England and Wales. The national education policy caters to all the educational institutions and local schools under his direction and control. He consults the Prime Minister in particular and the Cabinet in general on matters of educational policy, though the final decision rests upon his hands. He also has to consult the chancellor of Exchequer who provides funds for the implementation of educational policies. He also consults other officials, that is, educational advisors, local education authorities and representatives of the teachers, before presenting proposals in the Parliament.
2. He is not only the Chairman of the Education Ministry, but he is also responsible for administration concerned with execution of the laws enacted by the Parliament. He determines all those administrative activities necessary for execution of rules and regulations.

3. He represents the Parliament outside the Parliament and prepares necessary lectures related to his field of work.

The Education Minister has a limited jurisdiction upto secondary education only. He is not concerned with the educational matters of the Universities, Juvenile delinquent Schools, Elder Delinquents School, Armed Forces and Auxiliary Services Schools. He does not interfere with the day-to-day work of the schools and colleges, appointment and dismissal of teachers, material aids, apparatus, selection of textbooks, etc. He has no control over the public libraries, museums and art galleries. Further he provides no financial help to these institutions. However, he enjoys control over the public efforts of national importance, like Benthall Green Museum of Eastern London, Victoria and Albert Museum and helps them in getting economic help.

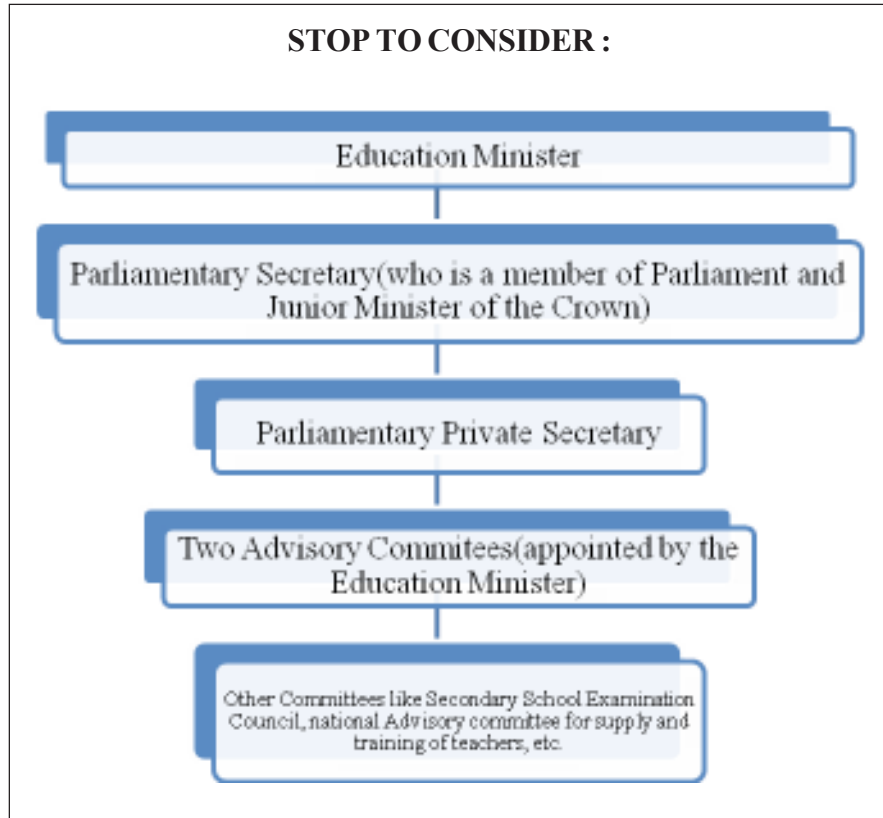
The Committee of 1951 suggested that the Education Minister has control on the following six subjects:

1. Paying special attention on providing sufficient educational facilities.
2. Looking into the smooth functioning of all the educational institutions and making arrangement of material arrangements wherever necessary.
3. To see that only those teachers and medical officers are appointed in schools, who cater to the needs and aspirations of the students.
4. Ensuring sufficient provisions to maintain the desired educational standard.
5. Ensuring that proper tuition fees is charged from the students and that the staff are paid suitable dearness allowance and remuneration.
6. To ensure that the teachers, guardians and other persons concerned with the educational activities are enjoying sufficient freedom.

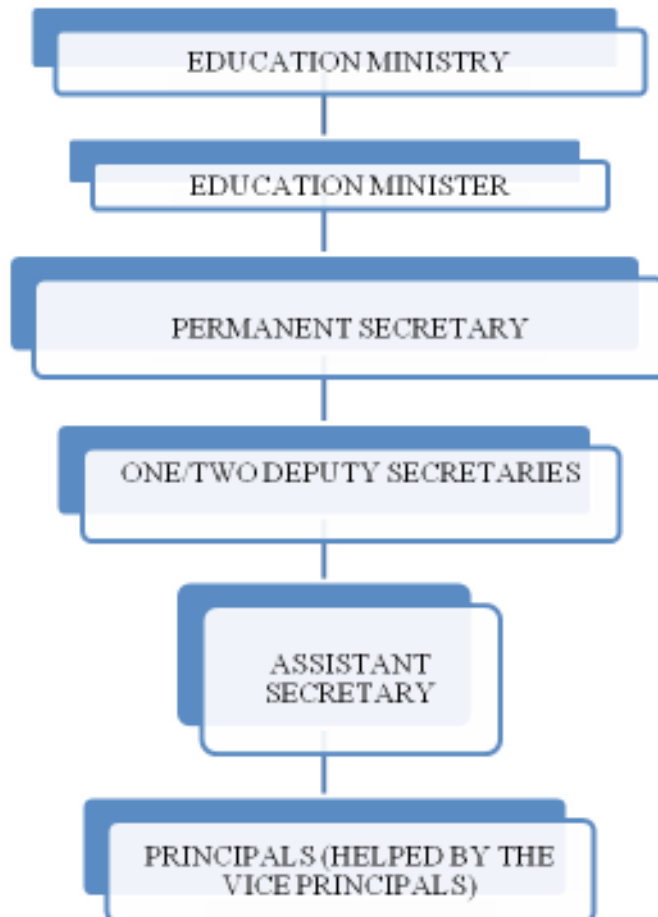
The Education minister implement the educational policies according to the statutory provisions. He is empowered to form the following Statutory Bodies of primary importance:

1. Statutes to prescribe educational standard within school limits.
2. Statutes for primary and secondary schools
3. Statutes for further education
4. Statutes concerning the local Education Authorities
5. Statutes for milk and meal facility
6. Statutes for health Services
7. Statutes for the education of the disabled and handicapped
8. Statutes for scholarships and other benefits
9. Statutes for provision of teacher-training

Besides, he is empowered to formulate other rules and regulations ranging from registration of students to state scholarships. He can even change a rule once framed. He is entitled to issue circulars from time to time to propagate his educational policies and opinions. These are however not orders, just suggestions. He issues administrative propaganda as well, pertaining to routine work and other educational subjects.



The Education Ministry comprise an appropriate Department of Educational Administration that includes civil servants and HMI's. The main office is at the Curzon Street, London. The hierarchy of the Education ministry is shown below:



2.3.1 Her Majesty's Inspector of Schools

Her Majesty's Inspector of Schools makes a unique contribution to the Education System of the UK. These Inspectors are appointed by the crown. The Senior chief Inspector of Schools send a report of names to the Crown for appointment as inspector of Schools. The Crown also provides for their training. All of them are responsible to the Senior Chief Inspector of Schools, who in turn, is subordinate to the permanent Secretary. Six chief inspector of Schools work under each senior chief Inspector of Schools heading the following departments:

1. Primary and Specific Education Department.
2. Secondary Education Department.

3. Vocational Further Education Department.
4. Non- Vocational Further Education Department.
5. Teachers' Training Department.
6. Education Development Department.

On basis of the geographical divisions, the country has been divided into 12 divisions to facilitate inspection work. The Officer of every division is the Divisional Inspector of Schools. Further every division is divided into districts. The District Inspector of Schools is inspecting authority in every district. Their job is transferrable.

In the Education Ministry there is a Corps of Staff Inspectors, whose members are specialists in different fields of Education.

Functions of Inspector of Schools

1. To inspect educational institutions and to inform about their achievements after evaluating them.
2. To represent the Education Ministry administratively.
3. To advise on behalf of the Education Ministry from practical and theoretical view of Education.

The work of the Inspector of Schools is over as soon as they present their report after inspection. The HM Inspectors are not entitled to issue any orders but they can appreciate the work of the teachers, criticise them and if necessary, advice them. Whether the inspection work is just or prejudiced is judged by the school in- charge. The report submitted by the inspectors is strictly confidential and the panel of inspectors discusses it with the school authorities before writing it. Therefore the report given by them is generally responsible and just. A report of this copy is kept in the school. The teachers who are criticised are permitted to view the report and thereby present explanations. Any changes in the report can only be made by the inspector.

The Inspectors also perform the following constructive work:

1. Organization of refresher and short-term courses for the teacher every year.
2. Publishing information booklets for the guidance of teachers.
3. Acting as liaison officers between the Education Ministry and educational institutions and participate in various conferences and committees.

CHECK YOUR PROGRESS:

- Q.1.** What are the salient features of education in England?
- Q.2.** What are the power and functions of Education Minister?
- Q.3.** Name the units that help the Education Minister in performing his duties.
- Q.4.** What is the role played by the Her Majesty's Inspector of Schools in English educational administration?

2.3.2 Local Education Authorities

The local self government also contribute a lot towards the development of education in England. **Local Education Authorities (LEAs)** are the local councils in England and Wales that are responsible for education within their jurisdiction. The term was introduced by the Education Act 1902, designating that each local authority; either county council and county borough council would set up a committee known as a *local education authority* (LEA). The councils took over the powers and responsibilities of the school boards and technical instruction committees in their area. Municipal boroughs with a population of 10,000 and urban districts with a population of 20,000 were to be local education authorities in their areas for elementary education only.

The LEAs' role was further expanded with the introduction of school meals in 1906 and medical inspection in 1907. In 1904 the London County Council became a local education authority, with the abolition of the London School Board. The metropolitan boroughs were not education authorities, although they were given the power to decide on the site for new schools in

their areas, and provided the majority of members on boards of management. The system continued unchanged until 1965, when the London County Council was replaced by the Greater London Council. The twenty outer London boroughs became local education authorities, while a new Inner London Education Authority, consisting of the members of the Greater London Council elected for the inner boroughs covering the former County of London was created. In 1974 local government outside London was completely reorganised. In the new metropolitan counties of England, metropolitan boroughs became LEAs. In the non-metropolitan counties the county councils were the education authorities, as they were throughout Wales. In 1986, with the abolition of the Greater London Council, a directly elected Inner London Education Authority was formed. This however only existed until 1990, when the twelve inner London boroughs assumed responsibility for education. In 1989, under the Education Reform Act 1988, the LEAs lost responsibility for higher education, with all polytechnics and colleges of higher education becoming independent corporations. A further wave of local government reorganisation during the 1990s led to the formation of unitary authorities in parts of England and throughout Wales, which became local education authorities.

A local educational authority award is an award given *to* the local educational authority, as opposed to an award given by the LEA.

There are currently 152 local education authorities in England and 22 in Wales. Local education authorities are not usually ad hoc or standalone authorities. England has several tiers of local government and the relevant local authority varies. Within Greater London the 32 London Borough Councils and the Common Council of the City of London are the local authorities responsible for education; in the metropolitan counties it is the 36 metropolitan borough councils; and in the non-metropolitan counties it is the 27 county councils or, where there is no county council, the councils of the 55 unitary authorities. The Council of the Isles of Scilly is an education authority. Since the Children Act 2004 each local education authority is also a children's services authority and responsibility for both functions is held by the director of children's services.

Local education authorities have some responsibility for all state schools in their area.

- They are responsible for distribution and monitoring of funding for the schools
- They are responsible for co-ordination of admissions, including allocation of the number of places available at each school
- They are the direct employers of all staff in community and VC schools
- They have a responsibility for the educational achievement of looked-after children, i.e. children in their care.
- They have attendance and advisory rights in relation to the employment of teachers, and in relation to the dismissal of any staff.
- They are the owners of school land and premises in community schools.

Until recently, local education authorities were responsible for the funding of students in higher education (for example undergraduate courses and PGCE) whose permanent address is in their area, regardless of the place of study. Based on an assessment of individual circumstances they offer grants or access to student loans through the Student Loans Company.

The Ministry of Education and L.E.A.s

The Education Ministry and the L.E.A.s share a close and cordial relationship, formally as well as informally. There are some officials in the Education Ministry, known as the territorial principals. They look after the work of LEAs, with each territorial principal being in charge of one or more local education authority. Every LEA informs the territorial principal about his daily educational activities. The territorial principal checks whether the rules formulated by the Education Ministry are being executed or not. If they are followed, the project is approved, otherwise returned back. If the territorial principal fails to comment, he may seek help of the chief officer for consideration. Thus the territorial principal is a liaison between the Education Minister and LEAs.

CHECK YOUR PROGRESS:

Q.5. Discuss about the power and functions of LEAs.

Q.6. Show your acquaintance with the constitution of LEAs in England.

2.4 Primary Education

Educational development in England has progressed continuously and continually. Formerly, primary education was known as *Elementary Education*. The **Hadowe Committee** suggested to change its name to primary education. The Act of 1944 gave it a practical shape. According to the **Education Act of 1944**, “ *Primary education, that is to say, fulltime education suitable to the requirements of junior pupils who have not attained the age of 10 years and 6 months, and full time education suitable to the requirements of junior pupils who have attained that age and whom it is expedient to educate together with junior pupils who have not attained that age*”. It was reported by the **Plowden Report** (1967) that the primary schools form the most hopeful feature of English Education system. The main institutions of primary education here includes -the *Nursery Schools*, imparting education to children upto 5 years of age with no compulsion of attendance; *Infant Schools* meant for children between 5 to 7 years of age with compulsory attendance and *Junior Schools* for the children between 7 to 11 years with compulsory attendance. Thus, children begin primary schooling at the age of five depending upon the policy of the Local Education Authority. All state schools are obligated to follow a centralized National Curriculum. The primary school years are split into Key Stages:

- Nursery, age 1 to 4
- Reception, age 4 to 5 (Pre-K)
- Year 1, age 5 to 6. (K)
- Year 2, age 6 to 7 (1st grade)
- Year 3, age 7 to 8 (2nd grade)
- Year 4, age 8 to 9 (3rd grade)
- Year 5, age 9 to 10 (4th grade)
- Year 6, age 10 to 11 (5th grade)

At the end of Year 6 all children in state primary schools are required to take National Curriculum tests in reading and maths also called SATS.

Objectives of Primary Education

1. To build the character of the children.
2. To ensure their physical development.

3. The enhance their mental and psychological development.
4. Awakening of readiness and desire for further studies among students.
5. To awaken the child spiritually for self-realization.

Curriculum

The curriculum in the Infant Schools include reading, writing and arithmetic, music, dance, drawing, clay work and play-way activities. The lower primary schools or junior schools teach mother tongue, mathematics, social studies, nature, drama, story-telling, health education, gardening, science and art subjects with a separate course of home science for the girls.

Methods and techniques of teaching

It includes learning by doing, play-way method, observation method for nature study, story-telling method, drawing, hand work, drill method, drama and dialogue, etc.

STOP TO CONSIDER :

The development of Primary Education in the UK is classified under two phases, that is, till eighteenth century and during the nineteenth century. Upto the eighteenth century, in the educational history of Great Britain, there existed different types of primary educational institutions. For infants there were the Dame Schools and for the older children there was the provision of Common Day Schools. These schools were meant for the rich only. The poor were educated in the Charity schools opened for the purpose of propagating Christianity. These schools depended on charities. The children of small scale industry workers were educated in the industrial schools. Sunday schools were opened for educating children engaged in industries. Griffith Jones established circulating schools to teach the bible in mother- tongue to the poor children. To solve the dearth of teachers, monitorial system was adopted. The Factory Act or Robert Peel Act of 1802, the Parochial School Bill of 1807, the Parliamentary Committee of 1816, Parish Schools Bill of 1820 are some notable developments. The Privy Council Committee was formed in 1839 to look after the public education. In 1856, the Education Department was established.

2.5 Secondary Education

After completion of 6 years of age schools and clearing SATS, the children go to secondary school. The present Secondary Education system is an outcome of the Education Act of 1944. According to this Act, the responsibility of establishing primary and secondary educational institution vested in the LEA's. It opined that secondary education was to be reorganised and divided into three important categories as follows:

1. *GRAMMAR SCHOOLS*: Grammar schools, also known as the Endowed Schools were established by the bishops with the active cooperation of the City Livery Company or Guild. These schools taught classical languages with the study of Latin being focussed. These are the oldest secondary schools and taught English Literature and language, modern foreign languages like French, German, Italian, Spanish and Russian, applied and basic mathematics, chemistry, physics, zoology, history, geography, art, music, wood- craft, etc. Girls were taught domestic science and religious education was compulsory for all. They provided physical education and outdoor games facilities and prepared the students for higher education.
2. *MODERN SCHOOLS* : All those students who were not admitted in grammar schools switched over to this system. They mostly catered the working class and low class. They taught social studies, health and physical education, nature study, biology, music, horticulture, etc. These schools provided specific whole time and part time vocational courses like art and craft, home craft, needle work and design, practical art, craftsmanship, house maintenance and furnishing, mechanical trades, automobile engineering, rural science, gardening, nursing, seamanship, commercial subjects and other subjects for general certificate education. In 1959, four forms of modern schools were found:
 - a. *Secondary Modern Schools of General Courses*: They laid emphasis on art, craft, social and moral activities and general courses.
 - b. *General Education and Specific Education Modern Schools*: They provided general education for first two or three years and then provided specific education to the boys and girls.

- c. *Modern Schools like Senior Elementary Schools:* They provided courses of Senior Elementary Schools with slight modifications.
 - d. *Modern Schools imparting Advanced Education In Basic Subjects:* They provided advanced knowledge in one or two subjects.
3. *INDUSTRIAL AND TECHNICAL SECONDARY SCHOOLS:* These schools selected a small number of children who had the potential to assimilate the scientific principles of curriculum useful in particular spheres of commerce and industry. These were mostly located in the urban areas. They prepared the students for universities, Royal Society of Arts, Technical and Commercial Examinations after preparing them for General Certificate of Examination.

Later these schools were classified in a planned manner as follows:

- 1. *BILATERAL AND COMPREHENSIVE SCHOOLS:* These schools came into vogue after 1950 and were established by integrating any two of the above mentioned schools. Hence they were called comprehensive schools. They consisted of two types of schools- recognised and unrecognised. The modern secondary schools adopting the curriculum of grammar schools were maximum in number. This type of Bilateral schools were unrecognised and educated those students who were desirous of obtaining the General Certificate of Education.
- 2. *MULTI-LATERAL AND OTHER SCHOOLS:* Multi-lateral schools included the combined elements of grammar, modern and technical schools. However, they could not be considered progressive as it was not easy to provide every kind of course for them.

Besides, secondary schools were classified into two groups through an experiment conducted in Leicestershire:

- 1. *Junior Comprehensive Schools:* Here students who have received primary education are taught till they reach the age of 14-15 years. They are known as high schools.

2. *Higher Grade Comprehensive Schools*: Here the boys and girls above the age of 14-15 years being educated in Junior Comprehensive Schools were admitted.

Thus, Secondary education in England lasts for another five to seven years. Students who are between 12 and 16 years old are legally required to attend a secondary school in the UK. This stage of compulsory education is called “lower secondary”. Upon completing lower secondary, students are ready to start a job and take up vocational training, in or outside of the workplace. Or they may go on to “upper secondary” or “sixth form”, where 16-year-old to 18-year-old teens prepare for university.

STOP TO CONSIDER :

After three years in secondary school, the students are officially assessed by their teachers. They need to choose their subjects for the nationwide GCSE exams. GCSEs are mandatory examinations at the end of year 11, i.e. the students’ fifth year in secondary school. Students usually have to take tests in English, mathematics, and science, and they have to choose classes from the fields of arts, humanities, modern languages, technology, and vocational studies as well. After passing their GCSEs, students can leave school, attend another two years of upper secondary, or obtain a Diploma — a new kind of qualification in the UK. The new British Diploma focuses on practical training, work experience, and a vocational approach rather than academic studies. It can be taken in around 20 different subjects, such as engineering, IT, or creative and media. The Diploma is available on four levels with increasing qualifications (foundation / higher / progression / advanced). Each of these levels is equivalent to a certain number of GCSE or A-level credit points. However, the qualification was mainly introduced for those teenagers who struggle with the academic outlook of the “from GCSE to A-levels to university” path. They should benefit from a more hands-on approach to foster their vocational skills and help them with applying for a job in the UK.

CHECK YOUR PROGRESS:

Q.7. Discuss about the structure of Secondary education in England.

Q.8. Write a short note on GCSE.

Q.9. Discuss about the features of primary education in England.

2.6 Higher Education

Higher education in England is provided by Higher Education colleges, university colleges, universities and private colleges. Students normally enter higher education as undergraduates from age 18 onwards. They are provided with a wide variety of vocational and academic qualifications, including certificates of higher education and higher national certificates at level 4, diplomas of higher education, higher national diplomas and foundation degrees at level 5, bachelor's degrees (normally with honours) at level 6, and integrated master's degrees and degrees in medicine, dentistry, and veterinary science at level 7.

Historically, undergraduate education outside a small number of private colleges and universities has been largely state-financed since the 1960s, with a small contribution from top-up fees introduced in the 1990s. However the fees of up to £9,000 per annum have been charged from October 2012. There is a perceived hierarchy among universities, with the Russell Group seen as being composed of the country's more prestigious universities. League tables of universities are produced by private companies and generally cover the whole UK.

The state does not control university syllabuses, but it does influence admission procedures through the Office for Fair Access (OFFA), which approves and monitors access agreements to safeguard and promote fair access to higher education. The independent Quality Assurance Agency for Higher Education inspects universities to assure standards, advises on the granting of degree awarding powers and University title, and maintains the Quality Code for Higher Education, which includes the Framework for Higher Education Qualification. Unlike most degrees, the state has control over teacher training courses, and standards are monitored by Ofsted inspectors.

The typical first degree offered at English universities is the bachelor's degree with honours, which usually lasts for three years,

although more vocational foundation degrees, typically lasting two years (or full-time equivalent) are also available in some institutions. Many institutions now offer an integrated master's degree, particularly in STEM subjects, as a first degree, which typically lasts for four years, the first three years running parallel to the bachelor's course. During a first degree students are known as undergraduates. The difference in fees between integrated and traditional postgraduate master's degrees (and that fees are capped at the first degree level for the former) makes taking an integrated master's degree as a first degree a more attractive option. Integrated master's degrees are often the standard route to chartered status for STEM professionals in England.

2.6.1 Postgraduate education

Students who have completed a first degree can apply for postgraduate and graduate courses. These include:

- *Graduate certificates, graduate diplomas, professional graduate certificate in education* – level 6 courses aimed at those who have already completed a bachelor's degree, often as conversion courses
- *Postgraduate certificates, postgraduate diplomas, postgraduate certificate in education* – level 7 courses shorter than a full master's degree
- *Master's degrees* (typically taken in one year, though research-based master's degrees may last for two) – taught or research degrees at level 7
- *Doctorates* (typically taken in three years) – research degrees at level 8, the top level of the qualifications frameworks, often requiring a master's degree for entry. These may be purely research based (PhD/DPhil) or research and practice (professional doctorates). “New Route” PhDs, introduced in 2001, take at least 4 years and incorporate teaching at master's level.

Postgraduate education is not automatically financed by the state.

Fees

Until the academic year 2011-2012 most undergraduates paid fees that were set at a maximum of £3,375 per annum. These fees are repayable

after graduation, contingent on attaining a certain level of income, with the state paying all fees for students from the poorest backgrounds. UK students are generally entitled to student loans for maintenance. Undergraduates admitted from the academic year 2012-2013 have paid tuition fees set at a maximum of up to £9,000 per annum, with most universities charging over £6,000 per annum, and other higher education providers charging less.

Postgraduate fees vary but are generally more than undergraduate fees, depending on the degree and university. There are numerous bursaries (awarded to low income applicants) to offset undergraduate fees and, for postgraduates, full scholarships are available for most subjects, and are usually awarded competitively.

Different arrangements apply to English students studying in Scotland, and to Scottish and Welsh students studying in England. Students from outside the UK and the EU attending English universities are charged differing amounts, often in the region of £5,000 - £20,000 per annum for undergraduate and postgraduate degrees. The actual amount differs by institution and subject, with the lab based subjects charging a greater amount.

2.7 Teacher Education

The teacher holds a place of respect and honour in the education system of England. The importance of good teachers has always been recognised in England. In the initial years, training of the teachers were not a requisite qualification for teaching in England. Nor there was a requirement of any extra-ordinary standards. The graduates of British University were accorded the status of qualified teachers without undergoing training. However, changing circumstances have called for the need of teacher education. The Royal Society of Teachers has laid standards for the teachers as well as persons engaged in the task of teaching. The Ministry of Education and Science is responsible to see whether sufficient number of teachers are appointed in the Public Schools throughout the country. The responsibility for curriculum, contents, and methodology of training is laid in the hands of the University. Each university is responsible for teacher training in a given area.

England has its own method of training the teachers. Prior to the Act of 1944, teacher training in England was imparted by private bodies, which were denominational in character. Hence, the teachers who read in those institutes had to dedicate their service for the cause of religion. At present, the responsibility of teacher education is carried out by the Institute of Education in England. It is entrusted with the duty of laying down the curriculum and syllabus, conduction of examinations and affiliating all the bodies running training colleges for teachers.

Institutions Entrusted with the Responsibility of Teacher Training in England

- A. *Institutes Maintained and Run by Local Education Authorities:* These colleges and institutes impart training to the teachers, who later on enter into the service of the local education authorities and impart education to the future citizens of the country.
- B. *Institutions Run and maintained by Private Agencies:* These Institutes are maintained by voluntary organization and a major portion of the expenditure is met by these voluntary bodies. However half of the expenditure of such institutes and training colleges is borne by the Ministry of Education in the form of grant-in-aid.
- C. *The Universities:* The Universities too help in the training of teachers through the teachers' Training Departments. In general they train 2 to 2 thousand male and female teachers every year. The University Departments of Education offer graduates one- year post- graduate courses of teacher training; holders of advanced qualifications in art take one- year courses of initial training in 13 art training centres, associated with colleges of art or universities; and four colleges of education(technical) specialise in the provision of one year courses of teacher training for students with qualifications in technical subjects who intend to teach in further education. An area of Training organisation has been established for every university, for looking after the training work and provide the necessary advice in this regard. All the provisions offered by this Area of Training Organization as treated as that of the Institute of Education. It includes the representatives of L.E.A. training college and training schools.

- D. Colleges of Education:* Majority of the teachers in the maintained schools are trained at the Colleges of Education. There are 159 such colleges in England and Wales. The minimum age for entry into the initial training course is 18 with no prescribed upper limit. The duration of the course is usually of three years but older students with suitable previous education or experience may be allowed to take shorter course of two years or exceptionally one year. All the Universities with academic links with the colleges have arrangements by which suitable students may obtain a bachelor of Education degree, together with a professional teaching qualification, by means of a four-year course. An increasing number of colleges offer one-year post-graduate courses of professional training. A few colleges cater exclusively for day students; some are intended primarily for older students, including married women, who cannot leave home to undertake a training course. Special provision for older students is also made in college outputs which have been set up in areas which are beyond daily reach of a college. Experimental part-time courses of initial training are being held at colleges of education in selected areas.
- E. Departments of education in Polytechnics:* These departments fulfil the same role as the general colleges of education, are members of the area training organisation, and offer similar types of courses but in a setting in which teacher education is not segregated from preparation of other occupations.
- F. The Open University:* The Open University has made special provision for non-graduate qualified teachers. It offers a B.A. degree in educational studies with or without honours and students who have obtained a teacher's certificate after three years' full time training require only three credits instead of six to obtain an ordinary B.A. degree and five credits instead of eight to obtain an honours degree.
- G. Training of Teachers of Handicapped Pupils:* There are a number of courses for the training of the teachers of the disabled.

STOP TO CONSIDER :

Organisation of Training: At the National Level, the Secretary of State for Education and Science has a statutory duty under the Education Act of 1944 to see that provision for the training of teachers is adequate to meet the probable total teaching requirements of maintained schools in England and Wales.

2.8 Summing Up

The Education System of England rests upon decentralization. According to the education Act of 1944, the Education Minister is the highest authority of education in England. Other organisations and authorities are subordinate to him. However, he has no say in the university education. The Education Minister determines the national education policy. Financial help is provided by the Chancellor of Exchequer. The main organisation that helps the Education Minister is the education ministry headed by a permanent secretary. The Queen establishes a department for school inspection. The local education authority with its county boroughs and county boards also play an important role in the educational administration of England. Primary education is divided into nursery schools, infant schools and junior schools. It is compulsory for all. Secondary education comprises of Bilateral Schools, Multilateral Schools, Grammar Schools, Secondary Technical Schools and Secondary Modern Schools. Higher education in England is provided by Higher Education colleges, university colleges, universities and private colleges. Students normally enter higher education as undergraduates from age 18 onwards. Teacher training has been emphasised in the education system of England.

CHECK YOUR PROGRESS

- Q.1.** Compare the pattern of Primary Education in England with that of India.
- Q.2.** “The education system in England is a partnership between National and local Government”. Elucidate.
- Q.3.** Explain the system of Secondary Education in England, with special emphasis on its tripartite system.

- Q.4.** Write a note on the autonomy of Universities in England.
- Q.5.** How is the teacher education system organised in England?
- Q.6.** Write a short note on the Her Majesty's Inspector of Schools.
- Q.7.** Discuss in detail about the Education Ministry in England.
- Q.8.** What are the basic features of Primary Education in England.
- Q.9.** Compare teacher education System of England with India.

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Unit III

Japan

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3.1 Introduction

The education system of any nation is the mirror of its culture, political ideology, literature, socio-economic condition, geography and demography. Since the ancient days in Japan, the senior family members used to impart religious, moral and cultural education to the youngsters of the family. But when Japan came into contact with China and other western countries many changes occurred in its educational system. The Japanese system of education is characterized by the decentralization of its administration and an emphasis on the development of national, moral, religious and cultural character among the Japanese people.

3.2 Objectives

After going through this unit, you will be able to

- explain the national educational system of Japan.
- Know about the administrative system of Japan
- elaborate on the primary education of Japan
- discuss in detail the secondary education system of Japan
- explain the higher education system of Japan
- explain the teacher education system of Japan.

3.3 National Educational System in Japan

The national system of any country comprise a number of factors such as geographical location, cultural heritage, social and economic conditions, religion, customs and tradition, languages of the people etc. Japan has a peculiar geographical position. Japan is constituted of several islands, namely Honshu, Shikoku, Kyusho and Hokkaido and more than 4000 smaller islands. Both summer and winter are extreme in Japan. Temperature and rainfall vary greatly between the northern and southern areas of Japan.

Japan is situated in a volcanic zone. Frequent low intensity earthquakes and occasional volcanic activity are felt throughout the region. Destructive earthquakes, often resulting in tsunamis, occur several times in a year. From 2006 to 2016 there were a total of 22 earthquakes in Japan. But in spite of these natural obstacles, Japan is rich and fertile. The Japanese

people are very patriotic, industrious, energetic and ambitious. They love their country more than anything else. Their self-sacrifice is considered a national character.

In Japan, forests are rich in valuable wood and timber. Mineral resources like coal and copper are found in abundance, but oil and iron are not sufficiently available.

The total population of Japan is 127,120,165 as on September, 2018. The population of Japan has shrank by almost a million over the period of 2010-2015.

The land area of Japan can be distributed in the following way:

Areas	% of area
Agriculture	16%
Woods and Forest	69.5%
Urban and waste land	11.5%
Residential	3.0%

Japan is a developed country and is at par with the industrially advanced countries of the West. Fishing is an important occupation of the people of Japan. All the above mentioned factors, such as geographical, economic, social and cultural factors have greatly contributed to the growth and development of education in Japan.

Japan came into existence in 600 B.C. In the 6th century Japan came into contact with its neighbouring country China and was influenced mostly by its religion, culture, arts, handicrafts and literature. In the 8th century, a new Japanese system named 'Tiahocode' was evolved. Schools for music, art, medicine, painting etc. were also established.

Buddhist monks brought a revolutionary change in the Japanese education system by establishing 'Tera-Koya' schools attached to the Buddhist temples and monasteries. Education was universalized for the first time in Japan through these schools' though it was meant for the children of the lower classes of society. In 1868, a new era began with the restoration of Meiji in Japan in all the fields of national life.

A modern system of education was introduced in Japan with the promulgation of the Fundamental Code of Education in 1872. As a consequence, the feudal society of Japan was transformed into a modern

industrial society, which helped to bring about sweeping educational changes. Under the new system, education was organized into three progressive stages- primary school, middle school and university. Elementary education was made compulsory for both boys and girls in 1872.

The modern educational system in Japan was further consolidated during the period 1899-1916. Through the government orders girls' high schools and vocational schools were established, compulsory attendance was extended to four years and the tuition fee for public primary schools was abolished.

The University Ordinance and a new High school Ordinance and Youth school order were promulgated during the period of 1917-1939. In 1939 attendance at youth school was made compulsory for boys aged 12-19 years.

The elementary schools were renamed as "National Schools" through the National School order in 1941. In 1943, normal school system was recognized and since then the elementary teachers training courses have been introduced at college level.

The present democratic educational system and the 6-3-3-4 educational structure came into being in 1947. Elementary education and lower secondary education were made compulsory. In 1948 special education for the blind and the deaf was made compulsory and the new upper secondary school system was started. In 1950 the Junior College system was established.

3.4 Educational Administration system in Japan

The educational administration system of Japan is based on a democratic set-up. All individuals of the country are given equal respect. Democracy implies freedom, fraternity and equality, and each individual's role receives significant importance. The educational administration system of Japan is considered as reflecting the general political administration because the democratic concept has profoundly influenced the entire educational system of Japan. Being a democratic country, the entire educational system of Japan is decentralized and democratized. The people of the country play a pivotal role in the delegation of power in the educational system.

Japan has a three tier educational machinery system namely (A) National (B) Prefectural and (C) Municipal

3.4.1 National Educational Administration

The educational administrative system of Japan is highly democratic. The people of the nation are the main source of authority in the educational administration. The National DIET is the popularly elected and the representative body of the people. House of Representatives- (the Lower House) and the House of Councillors- (the Upper House) are the two chambers of this National DIET. Prime Minister of the state is designated by this National DIET. A body with the Minister of Education, Science and Culture popularly known as reombuses and other ministers of the cabinet is formed with the consent of the Prime Minster. The Minister of Education, Science and Culture appoints the personnel of this body. A permanent Vice Minister of Education is also appointed by the Minister of Education to look after the national educational administration and the organizations under the jurisdiction of the Ministry.

The principal national agency is the Ministry of Education, Science and Culture (Mombuso) which is responsible for the administration, promotion and development of different types of education such as school education, technical education, higher education, teacher education, culture and international education. The Ministry of Education, Science and Culture also shares responsibility with the cabinet and the national DIET for preparing budget estimates and for drafting educational legislation. The Ministry of Education, Science and Culture is also authorized for most of the national educational and cultural activities. Moreover, all national universities, national museums, national art galleries and some other national research institutes are under the jurisdiction of the Ministry of Education, Science and Culture. The Ministry also directly maintains and supervises some junior colleges and almost all technical colleges.

The Ministry of Education, Science and Culture also supervises and assists the activities of many semi-governmental organizations such as Japan Scholarship Foundation, Japan Private School Promotion Foundation, National Stadium, Japan School Lunch Association etc. which are involved in educational activities.

Functions and Organization of the Ministry of Education:

The Ministry Of Education, Science and Culture is subdivided internally into the Minister's Secretariat and six bureaus. The Cultural Affairs

agencies have responsibility for promoting cultural interest and activities which are under the jurisdiction of the Ministry.

1. Minister's Secretariat:

It is in charge of personal affairs and general affairs. It prepares draft legislation and budget; through accounting and auditing, disseminating information; it formulates educational planning and evaluating policies; it conducts nation wide surveys on the important aspects of education; compiles nation wide statistics of education and annual report, and so on.

2. Elementary and Secondary Education Bureau:

The promotion of elementary education, secondary education and special education is under the charge of Elementary and Secondary Education Bureau. To reach the objectives it offers advice and provides guidance to the local education agencies. It also assists and advises boards of education and teachers on all matters in relation to elementary and secondary education. Moreover, functions like guidance and advice on school management, teaching methods, student guidance are performed by this bureau. It also manages the free distribution of school textbooks. The Elementary and Secondary Education Bureau determines the national subsidies for elementary and lower secondary education.

3. Higher Education Bureau:

The Higher Education Bureau is formed to formulate the basic plans for the development of higher education. It also approves the establishment or abolition of universities, junior colleges and technical colleges. It arranges in-service training for teachers and provides certification after successful completion.

4. Science and International Affairs Bureau:

All the international and science affairs and the affairs of Japanese National Commission for UNESCO are under the charge of this bureau. It plans, assists and even advises on the promotion of science and education and training of research workers. Promotion of condition for scientific research and collection of scientific information is another responsibility. Organization and promotion of international exchange programmes in education is also an important function of this bureau.

5. Social Education Bureau:

The Social Education Bureau is primarily responsible for the promotion of social education (All forms of out-of-school education) designed for adults and young people. The social education leaders are trained through this bureau and to achieve its maximum objectives it provides the facilities such as citizen's public hall, museums, libraries, youth centres and women's education centres. It assists and advises on the promotion of social correspondence education and also promotes audio-visual education.

6. Physical Education Bureau:

The objective of this bureau is to promote health and physical strength among pupils. Therefore making plans, giving advice and assistance in promotion of physical education is the main function of this bureau.

7. Administrative Bureau:

It is in charge of the chartering of the establishment of school juridical persons and determines the subsidies for construction and rehabilitation of the facilities for national and local educational institutions. It also promotes the welfare of the employed educational personnel and sound educational activities and atmosphere for private educational institutions.

3.4.2 Prefectural Educational Administration

The Prefectural Administration system is just below the national level. Japan is constituted of 47 prefectures and in each prefecture is governed by a Prefectural Governor elected by the people of Japan. The Governor is the head of the Prefectural Governor's office. Each prefecture has its own board of education, comprising five members who are appointed by the Governor with the consent of the Assembly of the prefecture for a term of four years. The selected members elect a chairman of the Board of Education from among themselves. The Prefectural Superintendent of Education and the Prefectural Secretariat are also appointed by the board. The Board also appoints the authorities of the prefectural educational institutions. The Prefectural Universities personnel are appointed only by the Governor.

The Prefectural Board of Education performs the following functions:

- (i) Establishment, maintenance and abolition of schools

- (ii) Curriculum making and revision
- (iii) Adoption of text-books to be used in the schools
- (iv) Teachers' appointments and their dismissal
- (v) Purchasing of instructional materials
- (vi) Providing in-service training of teachers
- (vii) Offering administrative and professional advice and assistance to the municipal boards
- (viii) Certifying teachers for private and public schools, and
- (ix) Supervision and maintenance of public upper secondary schools.

3.4.3 Municipal Educational Administration

Japan is divided into more than 5000 municipalities, which are local self-governing bodies. The Mayor and the members of the local assembly are elected by the local residents. The municipal board of education exists in the towns, cities and villages. The Mayor with the consent of the municipal assembly appoints three or five members to this municipal board of education for a period of four years. The members of the board elect a chairman of the board from among themselves. The board of education controls education in their own municipality areas.

The universities of the municipal areas are controlled and maintained by the Mayor. The Prefectural Board of Education direct, supervise and advise him.

The Municipal board of education performs the following functions:

- (i) Establishment, maintenance and abolition of schools
- (ii) Curriculum making and revision
- (iii) Teachers' appointment and their dismissal, and
- (iv) Providing in-service training of teachers.

3.5 Primary Education in Japan

The primary education in Japan starts immediately after the completion of pre-school education (Kindergarten). All children who have attained the age of six (6) can attend the elementary schools and remain up to the age of twelve (12). This education emphasizes the development of

the child's physical and mental aspects. Primary education in Japan is compulsory and free. No tuition fees are charged from the students. The students who come from poor families receive free uniforms, school lunch, transportation, medical care and educational travel. The national and local governments provide special financial grants to every elementary school to meet the expenditure.

Classes in elementary schools are composed of students of the same grade with very few exceptions. The prefectural boards of education determine the actual number of students per class in each elementary school. According to law, the prescribed maximum number of pupils per class is 45. But the average number of pupils per class in elementary school is 33.3. The prefectural boards of education ensure that the number of teacher per class in public elementary schools is 1:33.

The courses which are given at the elementary stage are from those stated in the Course of Study issued by the Ministry of Education, Science and Culture on the basis of the recommendations from the Curriculum Council. The Curriculum Council is composed of teachers, researchers and other persons of learning and experience. In primary schools education is imparted in Japanese language, social sciences, mathematics, nature study, health and physical education. Decoration with flowers and celebrations of festivals are considered as good mediums of cultural education. Proper attention is paid to issues like physical, mental and moral development.

3.6 Secondary Education in Japan

The secondary education of Japan is divided into two parts namely, lower secondary education and upper secondary education.

3.6.1 Lower Secondary Education

The lower secondary education starts immediately after the successful completion of six years of elementary education. The main aim of lower secondary education is to develop physical and mental aspects of children. All the children who have attained the age of 12 years are eligible for 3 years of lower secondary education. The lower secondary education in Japan is free and compulsory and so the enrollment in this stage of education is almost 100%. In addition to free education, textbooks and school supplies are provided to students free of cost. Students of poor families receive

special financial assistance from the National and local governments. The prefectural board of education determines the actual number of pupils per class in a lower secondary school. The average teacher-pupil ratio in a lower secondary school is 37.3.

The class duration for lower secondary school is 45-50 minutes and working days are 6 per week. Lessons for regular or required subjects and for moral education are given for 35 weeks.

3.6.1.1 Curriculum for Lower Secondary School

The ministry of Education, Science and Culture decides the Course of Study for lower secondary education on the basis of the recommendations from the Curriculum Council which is composed of teachers, researchers and people of experience and knowledge. Each lower secondary schools organizes its own curricula on the basis of the Course of Study. The conditions of the local community and the school and the developmental characteristics of the learner are also taken into consideration while selecting the curricula. The curriculum covers the following areas:

- (i) Regular subjects:** Japanese language, social studies, mathematics, science, music, fine arts, health and physical education, industrial arts of homemaking.
- (ii) Special subjects:** Pupil activities such as school assemblies, class assemblies, club activities, and school events such as ceremonies, cultural performances etc.

Most of the school hours are allotted for regular subjects and specific school hours are allotted for special activities in each grade of lower secondary schools. A major part of these school hours is spent for teaching foreign languages, particularly English.

3.6.2 Upper Secondary Education

It is the second part of secondary education. Students who successfully complete the lower secondary course and qualify in the selection test conducted by the secondary schools, can proceed to the upper secondary schools at the age of 15. Upper secondary education is almost universalized and the enrollment rate is over 90 percent.

In Japan, there are three types of upper secondary schools, offering three types of courses. These are as follows-

- (i) **Full time School:** The classes in full time secondary schools are held in day time and have a duration of 3 years. These schools are established and maintained by prefectural board of education. The majority of the upper secondary schools are full-time schools and offer general courses.
- (ii) **Part-time course of Upper Secondary Schools:** This type of course is designed and provided in the morning or evening for those students who fail to qualify in the selection test and are engaged or working in different areas.
- (iii) **Correspondence Course:** The municipal board of education provides this course mainly for wage earners either in the morning or evening through correspondence. This is commonly known as postal coaching. Both part time and correspondence courses are of 4 years duration.

3.6.2.1 Curriculum for Upper Secondary School

The curriculum of upper secondary schools is divided into two types-

- (i) Academic or general curricula for ordinary education.
- (ii) Specialized curricula including agricultural, technical, commercial and domestic arts.

The upper secondary schools give children general or specialized vocational education adopted to the level of their mental and physical development and on the basis of education given in the lower secondary schools. Most of the upper secondary schools offer only general courses and some of them offer both the types of courses- general and vocational. Subjects offered in the upper secondary schools are classified into required (compulsory) and selective (optional). The below mentioned subjects area are required to be studied by all students.

- (i) Japanese language
- (ii) Social Studies
- (iii) Mathematics
- (iv) Science

- (v) Health and Physical Education
- (vi) Arts
- (vii) Foreign language
- (viii) Domestic arts

3.7 Higher Education in Japan

Higher education in Japan starts immediately after the completion of upper secondary school and when a student enters the age of 18. The Ministry of Education, Science and Culture prescribes and regulates the duration, courses, admission, credit requirements, administration and finance of higher education. There are mainly four types of higher educational institutions in Japan which are cited below-

3.7.1 Universities

The universities of Japan serve as an academic centre with a view to disseminating knowledge, undertaking teaching and research activities in the fields of arts and sciences, and developing intellectual, moral and practical ability. The duration of regular undergraduate course and correspondence course is of 4 years. The entrants have to appear in the selection test. In 1979 a new university entrance system was introduced where an entrant has to appear in the three tier entrance test to enter the gateway of higher education. Private universities and junior colleges normally follow their own selection systems.

Subjects taught at universities consist of general education subjects, foreign language subjects, health and physical education subjects and specialized subjects, as required according to the respective specialization.

In 2010, there were 86 National universities, 95 public universities and 597 private universities in Japan. A university consists of more than one faculty. A faculty consists of several specialized departments and students generally opt for those according to their field of specialization. The duration of university education in most faculties is 4 years. In the universities there are post graduate courses along with 4 year graduate course. The credit system has also been introduced for university education in Japan. In universities a student must secure 124 or more credits for graduation.

3.7.2 Junior Colleges

The Junior college system was provided in Japan from the year of 1950 with an aim of developing both academic learning and the practical skills and techniques which are required in different fields. The students who have attained the age of 18 and have completed the upper secondary school education may go to a junior college for higher education. The entrants have to qualify in the Joint First State Achievement Test and the special entrance examinations arranged by the junior colleges. The junior colleges are classified into two categories on the basis of the duration of courses i.e. 2 year course and 3 year course. For graduation 62 credits are required in 2 year courses and 93 credits are required in 3 year courses. A grand total of 519 Junior colleges are in Japan, consisting of 438 private junior colleges and 33 national colleges.

3.7.3 Technical Colleges

The success of Japan as one of the technologically advanced countries of the world lies in technical colleges. Technical colleges in Japan started in 1962 with a view to offering five year professional courses and general courses for those students who have completed lower secondary school courses or equivalent education and have attained the age of 15. Students who have completed the technical college courses may opt for undergraduate courses in technical subjects at university level. Technical colleges are classified into national, local and private.

For graduation from a technical college a student must score 187 credits. Out of 187 credits, 104 credits are allotted for professional subjects. The total number of technical colleges in Japan is 65, of which 56 are national, 4 are local and 4 are private.

3.8 Teacher Education in Japan

Teaching has always been considered as a noble profession and society is indebted to teachers for the responsibility they carry in shaping the destiny of the nation by educating the young generation. Japan is no exception the development of any democratic country depends on the status and performances of teachers. From ancient time teachers have been enjoying special status and position in Japanese society as well as in the

field of education. The status of a teacher in Japan is higher than that of teachers in many countries, including some of the advanced countries in the West.

The government of Japan takes special care to prepare teachers for their profession. Proper and adequate arrangements are made for teacher training programmes. The teachers training programmes for primary and secondary school teachers have been made of 2 and 4 years duration respectively. The following are the main two types of teacher training institutions in Japan:

3.8.1 Ordinary Normal Schools

Ordinary Normal schools train teachers for elementary schools. Each local government must have at least one such school and attach one elementary school with this training school for practising. Ordinary Normal Schools have three types of courses- (I) Preparatory (ii) Regular and (iii) Special. Duration of preparatory and special course is of one year, while it is 4 years in the regular courses. Candidates need to attain the age of 14 years and 15 years is to get admission in the preparatory and special short course.

The curriculum that is designed for the elementary school teacher covers both teaching and professional subjects such as Japanese language and classics, English, History, Geography, Mathematics, Physics, Chemistry, Law, Economics, Drawing, Music, Agriculture, Morals etc.

3.8.2 Higher Normal Schools

Higher Normal School provides training for secondary school teachers. It is divided into two categories

(I) Higher Normal Schools for men: It offers courses of varied duration. It provides three year training programmes for arts and crafts, and it is four year training programmes for literature, science and physical training.

(II) Higher Normal Schools for women: A varied duration of courses is offered by this training institution. For literature, science and domestic science, it is of four

years duration and the special course in drawing covers one year.

3.8.3 In-Service Training of Teachers in Japan:

In Japan, with a view to recruiting qualified teachers, equipped with a broad cultural outlook and a high degree of specialization the teachers' training system was adopted. The in-service training systems got topmost priority to improve the academic proficiency and professional abilities of teachers for effective teaching. In Japan, all teacher basically elementary, secondary and kindergartens, must have a relevant teaching certificate granted by a professional board of education. The teachers' training is provided both at teachers' training colleges and in other universities, which is called open system. The Ministry of Education, Science and Culture offers the 'Course Authorization' to the universities and junior colleges to impart training to teachers.

There are various agencies in Japan such as The Ministry of Education, Science and Culture, National Educational Centre, the Prefectural Board of Education and Prefectural Educational Centre to provide in service training for public school teachers, teacher-consultants, principals, vice-principal and supervisors. The National Education Centre makes programmes for in-service training on workshops, seminars and talks related to school administration, curriculum theory, instructional method etc. not clear. 'which are' refers to NEC, training or the topics' which are similar to prefectural boards of education. The Ministry of Education, Science and Culture gives grants to prefectural boards of education and educational study groups for in-service training.

3.9 STOP TO CONSIDER

1. Pre-school education is offered in the kindergarten stage with a view to helping the pre-school children attain harmonious development of mind and body. Kindergartens are of two types-private and municipal. Most of the kindergartens provide a one year course and admit children at the age of 5.

2. School teachers enjoy a special status and position in both Japanese society and in the field of education. All the categories of teachers get almost same the salaries and other allowances.

3.10 SELFASSESSMENT QUESTIONS / CHECK YOUR PROGRESS

- Q.1.** Why is the Japanese education system called decentralized and democratized ?
- Q.2.** What are the functions that are performed by the second administrative level of education in Japan ?
- Q.3.** In what way is secondary school education given to the working children in Japan ?
- Q.4.** “The success of Japan as one of the technologically advanced countries of the world lies in Technical Colleges”- Explain the statement.
- Q.5.** What are the agencies in Japan that offer in-service training to teachers ?

3.11 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Japan is constituted of several islands namely Honshu, Shikoku, Kyusho and Hokkaido and more than 3000 smaller islands.
2. Fishing is an important occupation of the people of Japan. In the 8th century, a new Japanese system named ‘Tiahocode’ was evolved.
3. Buddhist monks brought a revolutionary change in the Japanese education system by establishing ‘Tera-Koya” schools attached to the Buddhist temples and monasteries.
4. Japan has a three tier educational machinery system namely- (A) National (B) Prefectural (C) Municipal.
5. The principal national agency is the Ministry of Education, Science and Culture (Mombuso) which is responsible for the administration, promotion and development of different types of education such as school education, technical education, higher education, teacher education, culture and international education.

6. The Prefectural Administration system is just below the national level. Japan is constituted of 47 prefectures and each prefecture there is a Prefectural Governor elected by the people of Japan.
7. The universities of the municipal areas are controlled and maintained by the Mayor and the Prefectural Board of Education direct, supervise and advice him.
8. All children who have attained the age of six (6) can attend the elementary schools and remain up to the age of twelve (12).
9. All children who have attained the age of 12 years are required to go for 3 years of lower secondary education.
10. Students who have successfully completed the lower secondary course and have qualified in the selection test conducted by the secondary schools, can enter the upper secondary schools at the age of 15.
11. The Ministry of Education, Science and Culture prescribe and regulate the duration, courses, admission, credit requirements, administration and finance of higher education.
12. The duration of regular undergraduate courses and correspondence courses is for 4 years.
13. The teacher training programmes for primary and secondary school teachers have been made for 2 and 4 years respectively.

3.12 QUESTIONS AND EXERCISES

Short Answer Questions

1. Write the characteristics features of the Japanese people
2. Write a short notes on Temple schools of Japan
3. What is Mombusho ?
4. Write any two salient features of Tera Koya schools
5. Prepare a brief report on the contribution of Buddhist monks in the field of Japanese elementary education.

Long Answer Questions

1. Describe the systems of educational administration of Japan and compare with India.
2. Discuss the teacher training programmes prevalent in Japan.

3. Discuss the main features of secondary education in Japan. What are the subjects incorporated in the curriculum at the secondary stage?
4. Outline the main objectives of primary education in Japan. What differences can you observe with that of your own country? Explain in detail.
5. Make a comparative analysis of the National Educational system of Japan with that of England.
6. “Japans Educational Administration is based on democratic principles” In the light of this statement, discuss the functioning of Japan’s three tier administrative machinery.

3.13 REFERENCES & SUGGESTED READINGS

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Unit : 4

USA

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4.1 Introduction

USA is a very vast and diverse country and also the richest in the world. It is rich in natural resources highly industrialised and is developed in the technological field. Therefore, the occupational pattern of the population is so different that the whole system of education and training has to adapt to its needs.

The landscape of education in the United States is characterized by diversity. This includes diversity in the socio-economic backgrounds of the students, curricula, types of programmes, size of classes, and resources available to the schools.

4.2 Objectives:

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

- understand the national educational system of USA and its administrative pattern.
- understand the function of the primary education of USA.
- recognize the role of secondary education of USA.
- understand the functions of higher education system in USA.
- understand the teacher training system of USA.

4.3 National Educational System of USA:

Each and every country has its own education system and aims and nature are framed as per their social needs and ideals and USA is no exception in this regard. USA has a federal republic made up of 50 states, one district (the capital) and four territories and the president is the head of state. To maintain uniformity in their education system and to maintain a good cooperation among different states they have a national system of education. However, the national Department of Education sets guidelines relating to general education policy, collects data and awards subsidies and scholarships, but exerts limited influence on the content, learning outcomes or quality of education, where these tasks are entrusted to the individual states and they are responsible for education at primary and secondary level, and partially at the higher education level. For running these courses each state has a state board of education and they are responsible for education policy, funding for education, and quality assurance at primary and secondary level. Further it can be mentioned that the U.S. education system is not based on one, or even a few, framework laws. Instead, there are wide varieties of federal, state and local laws, plus court decisions and

regulations that define various aspects of its decentralized system. In addition, there are rules and policies adopted by educational associations and individual schools and institutions that often have legal status with respect to matters within their competence.

The education system in the United States, as stated in above, is very diverse, with major differences in level, content and quality but the content of the relevant programme must always be examined to determine how the course will be evaluated. Thus despite of the diversity, the educational programmes of the 50 states are remarkably similar in many of the areas. Both private and public educational institutions exist at all educational levels, from primary to higher education. Students must pay tuition fee to attend a private school. Although the number of private higher educational institutions is much higher than that of public institutions, whereas the number of students is the reverse, means more students study at public institutions.

One of the primary aims of public education in the United States is to ensure equality of access and opportunity for both boys and girls, the minority groups and the disabled. Moreover, United States public schools have a long tradition of co-education or mixed-gender education.

Education in the United States generally reflects the values and priorities of the society. These include a dedication to democratic ideals, a commitment to individual freedom, and a respect for the diversity of the population. In wider terms, the U.S. education system has as its goal for developing quality education to make realize and enhance students' highest potentials as individuals, serve effectively as good citizens to society, and successfully compete in the changing global workplace. So education is given much importance in USA and education is the largest budget item for each of the 50 state and 5 territorial and commonwealth governments within the United States.

The academic year runs from September to May/June and on average, the school year is about 180 days, and the school day average is 6.5 hours. For all children in the United States have to access to free public schools and in most states, are under compulsion to attend school until the age of 16 or 18, in certain states. The medium of language in classroom is English.

In the United States elementary (primary) education is of 6 years, followed by 6 years of secondary education. But how these 12 years are divided it's depend on the state or school district. The most common divisions are 6 plus 3 plus (elementary plus junior high plus high school) and 8 plus 4 (elementary plus high school). There are many other subtle variations on these patterns throughout the country, and the decisions taken about the structure may have a strong rationale with the considerations of differences in funding, demographics, physical resources, etc.

Thus, in a nutshell we can say that the education system of U.S.A. has—

- No Centralized control
- Democratic ideals and local support for education
- The Philanthropic foundations in education
- Freedom of choice as well as dynamic curriculum.
- Schools are closer to the community
- Extra scholastic influences
- Research in education

Stop to Consider

- The education system in USA is diverse in nature.
- The education system is run in partnership of federal, state and local government.
- Academic session runs from September to May/June and on average school year is 180 days.

Check Your Progress-1

1. Why is education system in USA called diverse in nature?
2. What are the most common divisions of schooling in U.S.?

4.4 Pattern of Administration:

The US education in the beginning was based on European education system because Europeans had mainly migrated and settled down in large number. But with the migration of people from other countries later on, this system changed its nature and schools were established with the responsibility of the local people on the basis of the geographical atmosphere, needs and traditions. On the other hand the responsibilities of running the schools were given to the corresponding communities. But the educational system has expanded with the growth in population day by day. This expansion and changes accelerated more with the public awakening during the 19th century due to political, social, industrial developments and other changes. The Government at in the same time initiated its educational responsibility with the aim of promoting cultural development. But diversity in the educational scenario still prevailed.

The ancient system of education had a very strong influence of the puritan culture. During that time there existed the concept of the Dame School. This was a day care school where children were taught the basic alphabet and arithmetic. In the 1700's, the schools were strongly influenced by religion. Schools were mostly set up in colonies and their aim was to educate children. In the process of taking strong steps for education and in favour of establishing more schools, consequently the congress enacted the land ordinances of 1785. This separated the church from schools. Later a great development took place in 1837 which gave importance on a permissive school atmosphere where nature study was emphasized.

The present pattern of educational administration in the USA is directed to ensure quality in education that will enable all the children to achieve their highest potential as individuals, serve effectively as citizens of a free society, and successfully compete in a changing global market place. In 1789, the constitution of the USA was formulated and by that the powers of the States and of Federal Government on education sector were clearly classified but this system has gone through considerable reforms and changes according to the environment and new needs. The education system, now, in the United States is highly decentralized. According to the 10th Amendment of the U. S. Constitution the federal government has no authority to establish a national education system, nor do federal agencies ordinarily prescribe policy or curriculum for local schools. Such decisions are made at the state or district level. However, federal government cooperates with state governments in education system and providing sufficient economic help and land grants to state government for running and establishing new educational institutions. In other words, the role of federal government in education has been one of broad leadership without undue control. But it is the legal responsibility of federal authorities to safeguard the right of every citizen to gain equal access to free public institutions and equal opportunity in the pursuit of learning.

Stop to Consider

- Earlier education system of USA was based on European Education System.
- According to the 10th Amendment of the U.S. Constitution the federal government has no authority to establish a national education system.

Check Your Progress-2

- What is the main goal of USA Education System?

4.5 Primary Education:

Generally in most of the countries, the system of education has been classified into four stages i.e. Pre- Primary, Primary, Secondary and Higher Education or University education. In USA though the duration of compulsory schooling required vary across states, over 90 percent of the population between 6 and 18 years of age is in schools. By 1819, 48 States of America passed compulsory school attendance laws. Generally speaking, town and city children can find an elementary school about a mile away from their homes.

The Plowden Report (1967) observed that primary schools were one of the most hopeful features of the English system and were more relaxed and happier places than they had been a generation ago. Section 8 of the Education Act, 1944, requires primary education to the full time and 'suitable to the requirements of junior pupils' and section 114 defines junior pupil as 'a child who has not attained the age of 12 years.

Helen Hefferan, formerly Chief, Bureau of Elementary Education, California has described following objectives of elementary education:–

- to develop Arts of communication
- to develop character
- to develop Physical health
- to develop understanding for measurement computation
- to develop scientific attitude and creative interest
- to develop international understanding

● Administration:

In USA the school organization is controlled and administered financially in two ways. One type of schools are those which are run by

religious organizations and their expenditure too is met by same institution, the other type is those schools which are run by local groups and boards and expenditure of which are met from donations by the public. Besides these it is peculiar of schools in America that parents, teachers, authorities and administrators all jointly help in school organization. The authorities and principals provide such opportunities to parents, guardians, adults and public leaders that they can have knowledge of students' progress, their interest, capacity and conditions and give useful suggestions.

● **Curriculum:**

In USA the general aim of primary education is to produce worthy citizens. In democratic states, creation of the feeling of citizenship is the main aim and with that aim the curriculum of the schools is constructed. The main aim of school education, earlier, was teaching of 3R's 'Reading, Writing and Arithmetic'. But since the beginning of 20 century to develop children in all aspects new and flexible curriculums were devised. So, besides 3R's the other subjects were included in curriculum, like-spelling, grammar, literature, composition, music, history, geography, elementary science, Psychology, and hygiene. At present, the primary education curriculum follows 5 R's (Reading, Writing, Arithmetic, Relationship and Recreation) instead of 3R's. Besides this 5 R's they also emphasizes on formation of social character and development of worthy citizenship.

● **Methods and techniques of teaching:**

In USA the tendency of socialization is developed in the primary education. So, the following teaching methods are used in primary education for 5R's:

- Group work or activities
- Play way method
- Recreational activities
- Physical Training
- Training for reading, writing and arithmetic etc

Through those methods in USA, importance is given on physical, mental, and social development for the evolution of good citizens.

Stop to Consider

- In USA the general aim of primary education is to produce worthy citizens.
- In Primary education main aim of school education was teaching of 3R's reading, writing and arithmetic.
- In USA tendency of socialization is developed where importance is given on 5R's.

Check Your Progress-3

- Social efficiency is developed in USA. (True/false)
- In USA training is given at primary education.
(a) 3R's, (b) 5R's, (c) 4R's, (d) None of the above.
- Enumerate the two important objectives of Primary education.
- Mention two important methods followed in USA in primary level.

4.6 Secondary Education:

Many state departments of education have made extensive use of the statements of purposes developed by national organizations. One of the earliest of these, "Cardinal Principles of secondary education" was established in 1918. The 'cardinal principles' have greatly influenced all subsequent statements on the objectives of secondary education and have

enjoyed a position of prestige as a guide to educational thinking. The people in U.S.A. attach so much with the importance to secondary education that President Johnson said: “The Secondary school is the key –stone of American education for millions of our young people. It lies on the threshold of higher learning, for millions more it is the path way for adult life and useful citizenship”.

The organization of secondary education in U.S.A. is result of long continuous struggle. The Americans by nature are lovers of freedom and have faith in democracy. Secondary education in U.S.A. developed from the of impact of industrial revolution and also because of primary education being made compulsory for children. The first secondary school was established by the puritan section of Christians in the city of Boston, in 1635. The earlier secondary schools were established to prepare the students for college education. The courses of study were quite narrow and did not offer much choice of subjects. The preparation for life and citizenship was considered to be only by product and not a vowed purpose of education. Only a thin minority of elite used to get secondary education in those days.

It was in the twentieth century that the attitude towards secondary education began to change radically. The result was that by cropping up of public financial schools, some private academics, which charged fees for education, had to close. The expansion of education was so phenomenal that in one state Oregon, there was two thousand percentage of increase in school population within forty years after 1900. After Second World War, the schools and colleges have been the victims of complicated social conditions beyond their control. The population explosion accelerated urbanization and technological revolution. The commission on ‘Life Adjustment Education’ in 1947 by the federal government had laid down the objectives of secondary education as successful citizenship, training the young man in day-to-day life requirements, making worthy members of the

family, to be able to understand the basic rules of learning, to prepare for a vocation, to be able to make worthy use of leisure, to develop spirit of appreciation of beauty, to understand the significance and method of science to developmental health and physical fitness and good moral and ethical development.

The Commission of 1947 laid down the following objectives of secondary education:

- Education for successful citizenship.
- Education for training the young men in the day to day life requirement.
- Education for making worthy members of the family.
- Education for preparing an individual for a vocation.
- Education for enabling to make a worthy use of leisure.
- Education for understanding the significance moral and ethical development.

● **Structure of Secondary Education:**

In one arrangement secondary stage consists of four classes i.e. from 9th to 12th. In the recognized system of education the educational structure is divided into 6, 3, 3 and 2 years. The first six years constitute elementary stage, three years each for junior secondary and higher secondary and two years for junior college stage- Junior High School and comprehensive high schools.

● **Curriculum:**

The responsibility of setting high school graduation requirements and curriculum regulations lies with the state legislature, the state board of education and the state department of education. In general few curriculum

requirements are mandates by state legislative. They are instead, standards set up by the State Department of education or regulate by the board.

Basically 3 groups of curriculum are found in U. S. Secondary schools- (a) compulsory subjects for all students, (b) semi compulsory, it's for interested students only, and (c) it's a variable subjects which have free optional subjects. The students have to select subjects in prescribed number from the various subject groups. These subjects are grouped according to utility and need. Thus, the halves of the subjects of usual course of study are made compulsory for all students while the remaining subjects are free to be chosen by the students. He may choose such subjects as foreign languages, psychology, fine arts, shorthand and typing and in some school automobiles driving. The trend today is to increase the number of required unity in science, mathematics and social studies. More emphasis also is being placed foreign-languages study. In many schools the curriculum is being broadened to keep us with the times.

Besides framing curriculum work of the student the council also plays an important role in rewarding activity to students. Sports, club activities, journalists activities are also associated with these.

● **Method of Teaching:**

The following methods are normally followed as a method of instruction at secondary level:

- Inductive and deductive method for language teaching and drill for pronunciation
- Questions-answer methods, group discussion, project methods for social problems, educational excursion, assignment and library use methods are applied

- The science subjects are taught by applying demonstration, laboratory, and experimental methods.

Besides these, in industrial and vocational secondary schools demonstration method, experimental and laboratory method, project method and observation method by visiting industries etc are followed.

Stop to Consider

- Secondary education in USA developed because of the impact of industrial revolution and also because of finding a suitable vocation.
- The main focus of secondary education is to develop social efficiency and industrial skills among students.
- In secondary schools mainly vocational, social, cultural and academic programmes are organized.

Check Your Progress-4

- The secondary education in USA organizes-
(a) Educational Academics (b) Latin Grammar School (c) Public secondary schools (d) All of the above.
- State the important objectives of secondary education.

4.7 Higher Education:

Higher education continued to move on its own way till 1860, which marks the rapid growth and development of higher education in the United States of America. It's being specialized and research oriented, was not accessible to all and it proved purposeless for persons with vocational interests. So, stresses had begun to be laid on making higher education utilitarian and accessible to all.

By the end of Civil War, 21 State universities, 225 private universities and Colleges had been established for higher education. Most of the Colleges and Universities confined their educational programmes to undergraduate teaching after which they awarded bachelor degree. Certain institutions of higher education in America confined their work to post graduate teaching and research work. It was in 1825 that Harvard University started instruction in post graduate work. Since 1872 there has been a progress in the research that is exclusively interested in post-graduate teaching and research work. There are about 2000 institutions that impart higher education out of which 161 have arrangements for post graduate teaching and research work.

The main aim of Higher education in U.S.A. is to develop social efficiency, national and international understanding for developing broad outlook for practical future life of the students. The important objectives of higher education are worth mentioning:

- a) To develop the mastery on subjects or various disciplines.
- b) To provide orientation of research work as practical training.
- c) To extend and expand of new knowledge.
- d) To develop social efficiency for future real life.
- e) To develop international understanding and feeling of world citizenship.

● **Administration:**

Universities in America have been established to satisfy the public thirst for knowledge. Educational plans related to culture, sociology, science and even atomic research are implemented in the autonomous system of universities. College and universities, both public and private are chartered by the States in which they are established. There is no central authority

with overall responsibility for the organizations and control. Each state retains the right to issue charters for new institutions. These institutions of higher education enjoy autonomous status within the framework of charter. As the higher education has become more important to the national well being and security of the nation, individual colleges and universities have come more and more to operate under the policy and financial direction of the environment.

● **Curriculum:**

In the University curriculum, it requires four years for graduation, one year for Master's degree and at least four years for a Doctorate degree. Three years are needed at under graduate level. So, as a whole university curriculum is of total 12 years. Students are free to select subjects of their interest. Three periods per week are assigned for the teaching of one subject. In addition to class periods, every student is given at least 2 hours per week per subject for self study. At the graduate level a student has to earn regular credit from 120 hours of class-teaching. There are vacations of one week in the month of April and of two weeks at Christmas.

● **Methods of Teaching:**

There are extensive and varied courses in U.S.A. higher education. The main stress is given on vocational courses and their specific branches. The first method is lecture method and secondly the lecture is delivered in front of 15 to 20 students and there is a discussion afterwards. In the third method, the teacher reads his lecture before a large number of students once or twice a week. Besides that the group discussion and conference methods are used. The lecture cum discussion methods are used in language

subject. The library and laboratory methods are also used. Therefore, student's active participation is highly encouraged in U.S.A.

● **Examination:**

There is in most cases no system of external examination. Final examinations are given at end of the course which is mainly written and last for two to three hours. The final grade is usually based on the instructor's judgment which takes into account not only the several examinations appeared but also written papers, participation in oral discussions, field and laboratory work.

● **Finance:**

The higher educational institution in USA requires sufficient fund/income for salaries of teachers and staff, building construction and maintenance of laboratory, researches, scholarships and games and sports. Funds received at present by American Colleges and universities come from the sources like tuition and other fees (21%), Government (local, state and national) (51%), Private gifts and grants (17%), Endowment income (4%), others (7%) etc.

Stop to Consider

- The main aim of higher education is to develop social efficiency and to develop among its students a national and international understanding of global events and a sensitive perception of humanity.
- The main stress is given on vocational courses and their specific branches and for it exhibitions, seminars are organized.

Check Your Progress-5

- What is the main focus of higher education?
- How many years student need to complete master degree in USA?

4.8 Teacher Education:

Teacher training system in U.S.A. was put forwarded in the middle of the nineteenth century and provision was made by some states for it. In 1839 State of Massachusetts was established a State Normal School for the first time. In 1857, State Normal School at Lexington in Illinois aimed at the training of teachers of both primary and secondary levels. In 1860, the one year course of Lexington Normal School was changed to two year course. By that time, mostly teachers for the primary level were trained and there was no prescribed qualification for admission. So, educated and eager persons were only selected for this training programme.

For a very long time the colleges and Universities remained indifferent to the training of the teachers. In 1873 the Universities of Iowa established a part time educational training Department. The University of Michigan followed the courses. In 1887 Teacher's Training College was established at Columbia University at New York which has influenced to a very great extent the programme of the teacher's training in the United States of America and from the first decade of the 20th Century the programme of teacher training gradually took a scientific shape.

Up to the first quarter of the twentieth century, there was no prescribed qualification for admission in teacher training course. The Status of Normal Schools was considered equal to that of a secondary school. Up to 1920, 2 year training course was being conducted and in order to raise the standard of teachers, the two year course was changed into a 4years course later. In 1992, Columbia University revised teacher training

methods and teaching techniques and gave more emphasis on the training of pupil-teachers. So, teacher training institutions and teacher education centres were established and the American Association of Teachers and Colleges passed resolutions in favour of providing teacher education in most of the states.

In America, teacher training has been assigned vocational importance like other vocational trainings and minimum academic qualifications have been laid down for selection to the teacher training course as is the case for other vocational courses. For admission to Teacher Training Course, attention is paid not only to the academic qualifications but also to other general considerations. In 1938, the National Education Association stressed the need of appointing most qualified male and female teachers for national interest. This association established an institution called Future Teachers of America. This institution, with a view to enlist qualified teachers for secondary schools laid emphasis on establishing Clubs and Chapters at College level.

Features of Teacher Education Programme:

The main features of Teacher Education Programme are:–

- Almost every kind of American College and University contributes to the supply of teachers directly or indirectly.
- The American colleges bears no direct comparison to teacher training colleges in other lands because of its unusual blend of general education and professional.
- There were hundreds of summer schools established by colleges and universities which provide education on a part-time basis to the employed teachers who had spent only a year or two in college before taking their first teaching position.

About 40 States of U.S.A. have adopted four years' course of training in teaching and other have adopted five years' training course. In some of the state's general education continues for all four years and the professional training in teaching methods is split in two parts so as to cover some of the subjects in the first two years and the remaining in the last two years.

The programme of general education includes languages, both foreign and national, literature, arithmetic, economic, music, science and social science. Under professional education: health education, education for mental hygiene, child psychology, cultural education, methodology of teaching, etc. Besides these a variety of co-curricular programme is planned to prepare teachers to organize such a programme in schools as to uphold and maintain the educational ideals of the states.

Moreover, the states require teachers in the public secondary schools to possess teaching certificates. These usually are issued by the state boards or state departments of education. Standard certificates are issued to those who meet all the requirements set by the States which usually means that the teachers must have completed prescribed courses in education.

Teachers, principals and superintendents are generally on a contract of one to three years. They are paid relatively less than in other advanced countries. A large number of teachers take on other jobs either concurrently or during the long summer vacation. These occupations usually include such things as salesmanship, house decorating, crop or land surveying, etc.

In United States of America, individual and team collective efforts in the field of education have always been very significant. In 1823, fifteen years before any governmental effort, a private Normal school had been established in Vermont. In 1827, a Normal school had been established in Lancasters in Massachussets State. Therefore, before the beginning of twentieth Century, 170 such Normal Schools had been established.

Following are some of the institutions related with the teacher training specially in U.S.A.:-

- (a) Normal School
- (b) Teachers' College
- (c) School of Education, and
- (d) Department of Education.

Stop to Consider

- Up to the early years of the Nineteenth century, there was no programme of teacher education in USA. Teaching was not considered as a profession or vocation instead any person who had the knowledge could be a successful teacher.
- The curriculum of the institutions imparting training of future teachers of United States of America may be divided into the following—
a) General Education
b) Teaching training or training of the Methods of teaching.

Check Your Progress-6

- Teacher education is considered as technical education in—
(a) Germany, (b) USA, (c) France, and (d) Japan
- Mention the names of teacher training institutions in USA.

4.9 Summing Up

- In USA the Primary education which is generally known as elementary education is imparted in schools in the USA under two categories-
a) the traditional schools provide of 8 years education.
b) The second category school has six classes beginning from 1 to 6. The main theme of this programme is to give elementary education of citizenship, to fulfill their basic educational needs and to start their socialization process. It is to train children for reading and playing in

groups and to develop social attitudes in order to strengthen social relationship.

- In Primary education main aim of school education was teaching of 3R's reading, writing and arithmetic. But since the beginning of 20th Century, an effort was made for all round development of children and new flexible curricula were devised. In this stage group activities are encouraged and school organization is controlled and administered financially in two ways i.e. one is run by religious organization and other types are from donations of public.
- The secondary school is the keystone of American education as for millions of young people it is the pathway into adult life and useful citizenship. The main focus of secondary education is to develop social efficiency and industrial skills among students. Here vocational, cultural, social and academic programmes are organized for developing specific abilities and social activities for social development among the students.
- The trend today in USA is to increase the number of required unity in science, mathematics and social studies. More emphasis also is being placed foreign languages study. In many schools the curriculum is being broadened in keeping with the times.
- In USA higher education is organized to realize two major objectives-to develop social efficiency for their practical future life as well as for national and international understanding.

- In higher education there has been growing control of the State over higher education. Some institutions are run by private bodies specially by churches and other denominational institutions. The curriculum of university is of 12 years and students have facility of choosing subjects of their own choice. Besides these though different methods of study have been adopted but the main focus is in vocational subjects and studies.
- Initially, to become a teacher in USA, no formal training was needed. But with the passage of time, new courses were introduced for training teachers. Here, in-service education is a very special feature of the teacher education programme. Each college or university summer school which is meant for the service of teachers.

KEY TERMS:

Educational Administration: Educational administration is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular activities.

Educational organization: Organization of educational system includes pre-primary, primary, secondary and higher education. It also includes adult education, vocational education etc.

Vocational Education: It implies to the education which prepares people to work in various jobs such as trade, craft etc. In USA main stress is given on vocational courses and their specific branches as there importance is given on development of social efficiency, national and international

understanding for developing broad outlook for practical future life of students..

CHECK YOUR PROGRESS ANSWER-1

1. It's because diversity in the socio-economic backgrounds of students, curricula, types of programs, size of classes, resources available to the schools and administration system.
2. The most common divisions of schooling are 6 plus 3 plus (elementary plus junior high plus high school) and 8 plus 4 (elementary plus high school).

CHECK YOUR PROGRESS ANSWER-2

- The education in USA aims at quality in education for developing all children to achieve their highest potential as individuals, serve effectively as citizens to their society, and successfully compete in a changing global market place.

CHECK YOUR PROGRESS ANSWER-3

- Social efficiency is developed in USA. (True/false)

Answer = true

- In USA training is given at primary education.

(a) 3R's, (b) 5R's, (c) 4R's, and (d) None of the above.

Answer= b

- The two important objectives of Primary education are-

a) To develop Arts of communication

b) To develop scientific attitude and creative interest

- The two important methods followed in USA in primary level are-

a) Group work or activities

b) Play way method

CHECK YOUR PROGRESS ANSWER-4

- The secondary education in USA is organized-
- (a) Educational Academics, (b) Latin Grammar School, (c) Public secondary schools, and (d) All of the above

Answer = d

- The important objectives of secondary education are –
- a) Education for successful citizenship.
- b) Education for training the young men in the day to day life requirement.
- c) Education for preparing an individual for a vocation.

CHECK YOUR PROGRESS ANSWER-5

- The main focuses of higher education is development of vocational courses and their specific branches and to make individual socially efficient and to develop broad outlook for practical future life of students.
- The students need to complete one year for Master Degree in USA.

CHECK YOUR PROGRESS ANSWER-6

- Teacher education is considered as technical education in —

(a) Germany, (b) USA, (c) France, and (d) Japan.

Answer = b

- The names of teacher training institutions in USA are Normal school, teachers' college, school of education etc.

Questions and Exercise:

Short–Answer Questions:

1. Enumerate the major components of education system of USA.
2. Explain briefly about the two important methods of teaching specially in secondary level of education of USA.
3. Write briefly about the curriculum of higher education in USA.
4. Write short notes on :
 - a) Normal School.
 - b) Schools of education.
 - c) Teachers' training College.

Long Answer Questions:

1. Describe the pattern of administration of education system of USA.
2. Discuss the education system in primary level in USA by shedding light on curriculum and method of teaching.
3. Explain the teacher training programme in USA.

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Unit V

Germany

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- 5.14 References & Suggested Readings

5.1 Objectives

After going through the unit you will be able to know about-

- Historical background
- National educational system of Germany
- Pattern of administration in Germany
- Financing of Education in Germany
- Primary education of Germany
- Secondary education of Germany
- Higher education of Germany
- Teacher education of Germany

5.2 Historical Background of Germany:

Before we begin with the education system of Germany it is of utmost importance that we know about the historical background of the country. We have to understand how the education system has survived the World Wars and the rise and fall of Hitler, and the separation of Germany into two parts and later in 1990's unified into one as we all know today.

Germany has one of the world's best and most extensive school and university systems at present. On the whole the country's varied and multifaceted education system addresses well the needs of a population with different potentials and abilities.

The origin of the German education system dates back to church schools in the Middle Ages. The first university was founded in 1386 in Heidelberg; others were subsequently established in Cologne, Leipzig, Freiburg, and a number of other cities. These universities, which trained only small intellectual elite of a few thousand, focused on the classics and religion.

In the sixteenth century, the Reformation led to the founding of universities along sectarian lines. It was also in this century that cities promulgated the first regulations regarding elementary schools.

By the eighteenth century, elementary schools had increasingly been separated from churches and had come under the direction of state authorities. Prussia, for example, made school attendance compulsory for all children between the ages of five and fourteen in 1763.

The defeat of Prussia by France led to a reform of education by the [Berlin](#) scholar Wilhelm von Humboldt (1767-1835). His reforms in secondary schools have shaped the German education system to the modern times. He required university-level training for high school teachers and modernized the structure and curriculum of the *Gymnasium*, the preparatory school. He also proposed an orientation phase after the *Gymnasium* and a qualifying examination known as the *Abitur* for university admission. In 1810 Humboldt founded the university in Berlin that now bears his name. Humboldt also introduced the three principles that guided German universities until the 1960s: academic freedom, the unity of teaching and research, and self-government by the professors. Also

of much influence in education, both within Germany and abroad, was Friedrich Froebel's development of the kindergarten in 1837.

During the Hitler era (1933-45), the national government reversed the tradition of provincial and local control of education and sought centralized control as part of the regime's aim to impose its political and racist ideology on society. The introduction of two years of military service and six months of required labor led to a rapid decline in university enrollment. By 1939 all but six universities had closed.

After the defeat of the Hitler regime in 1945, the rebuilding of the education system in the occupied zones was influenced by the political interests and educational philosophy of the occupying powers: the United States, Britain, and France in what became West Germany; and the Soviet Union in East Germany. As a result, two different education systems developed. Their political, ideological, and cultural objectives and their core curricula reflected the socio-economic and political-ideological environments that prevailed in the two parts of Germany from 1945 to 1989.

The West German education system was shaped by the democratic values of federalism, individualism, and the provision of a range of educational choices and opportunities by a variety of public and private institutions. Students began to express themselves more freely than before and to exercise a greater degree of influence on education. In West Germany, religious institutions regained their footing and reputation. By contrast, the East German education system was centralized.

In 1953 reforms were introduced that aimed at standardizing education throughout the *Länder*. In each *Länder* a Ministry of Education and cultural affair was formed. The main components of the reform program were the reorganization of the upper level of the *Gymnasium*, the recruitment of more students into colleges and universities, and the establishment of the comprehensive school (*Gesamtschule*). The *Gesamtschule* brings together the three kinds of secondary schools—the *Hauptschule*, the *Realschule*, and the *Gymnasium*—in an attempt to diminish what some perceived as the elitist bias of the traditional secondary education system. The program also proposed expanding adult education and vocational training programs.

Despite the different educational policies implemented by the two Germanys between 1945 and 1990, both systems regarded education as a constitutional right and a public responsibility, emphasized the importance of a broad general education, taught vocational education through the so-called dual system that combined classroom instruction with on-the-job training, required students to pass the *Abitur* examination before beginning university studies, and were committed to Humboldt's concept of university students' becoming educated by doing research.

5.3 National Educational System of Germany :

The education system in the Federal Republic of Germany is divided into

- Early childhood education
- Primary education
- Secondary education
- Tertiary education
- Continuing education

Early childhood education and care

Early childhood education is provided by institutions catering for children from a few months to six years, the age at which they usually start school. These institutions are either assigned to the early childhood or the primary sector according to the particular Land. Attendance is not compulsory but voluntary.

Primary education

The children of the age of six must attend primary school. All children in Germany enter the *Grundschule* which covers grades 1 to 4. In Berlin and Brandenburg, the *Grundschule* covers six grades. For children with special educational needs, whose development cannot be adequately assisted at mainstream schools, a range of special schools exist.

Secondary education

Secondary education system in Germany is divided into two levels-junior/lower secondary education and senior/upper secondary education. Lower secondary level, which comprises the course of education from grades 5/7 to 9/10 of school, and upper secondary level which comprises all the courses of education that build on the foundation laid in the lower secondary level.

Secondary level education includes courses offering general education, a combination of general and vocational education.

The different types of lower secondary education are Hauptschule, Realschule, Gymnasium. The institution for general upper secondary education is Gymnasium Oberstufe. The vocational upper secondary education includes full time vocational school namely Berufsfachschule, Fachoberschule, Berufliches Gymnasium, Berufsoberschule.

For pupils with special educational needs whose development cannot be adequately assisted at mainstream schools, various types of special schools have been set up within the organizational framework of general and vocational education.

Tertiary education/higher education:

The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification.

The Federal Republic of Germany has the following types of higher education institutions: Universities and Equivalent Institutions of higher education, colleges of art and music Fachhochschulen

Continuing education

Continuing education has assumed greater significance at the present time. Continuing education is built on existing knowledge and skills as well as experience. New forms of learning, for example, as part of non-formal learning, are becoming increasingly important in continuing education. Continuing education encompasses the general, vocational and socio-political domains in equal measure. While each of them has specific functions, their interactions are on the increase.

In response to the vast range of demands made on continuing education, a separate structure has been developed. Continuing education is offered by municipal institutions, in particular Volkshochschulen, as well as by private institutions, religious institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, Fachschulen, institutions of higher education and distance learning institutions.

5.4 Administration of Germany Education System :

5.4.1 National level:

In Germany, education is the responsibility of the state and part of their constitutional sovereignty. As it is a state responsibility educational administration defers from state to state. In each state except two city state “Hamburg” and “Bremen” and “West Berlin” responsibility is divided between the states and the local levels by the state law.

Article 30 established the autonomy of the Lander in most educational and cultural matters, including the financing of education, the maintenance of schools, teacher training, the setting of teachers’ qualifications and educational standards and the development of standardized curricula. In higher education, the Lander shares responsibility with federal government. The federal government, for example, oversees vocational education and training, a very important component of Germany’s system of education. In addition, the federal government also has passed framework laws on general principle of higher education. However, the federal government has no power to reform higher education institutions; this power remains a prerogative of the Lander.

Post secondary education is a shared responsibility implemented through “cooperative federalism” and joint policy areas. The federal government and 16 Landers cooperate extensively with regard to the establishment, expansion and modernization of institutions of higher education, including their financing.

5.4.2 State level Administration

Out of the 16 states, 12 states have established a single Ministry of Education and Cultural Affairs, while 4 have established separately one Ministry of education and another Ministry of Cultural Affairs.

Each is headed by a minister of education. Again the organization of ministries differ from state to state but each one usually has main division for each level of education under its control and a division or section concerned with general administration, personnel, school building and other technical matters. The Ministries of Education, Cultural Affairs and the Ministries of Science in the Lander is the highest authorities of the land which is responsible for education, science and cultural affairs. The area of

its jurisdiction generally includes schools, higher education, libraries, archives, adult education, arts and cultural affairs in general, relations between the state and religious or ideological communities, the preservation of monuments and sites. The Ministries of education, cultural affairs and science develop policy guidelines in the field of education, science and arts. They also adopt legal provisions and administrative regulations in cooperation with the highest authorities at the national and Lander (state) level.

In general academic administration is centralized at the state level. Each state issues a detailed course of study and conduct state examination at the end of the secondary school level. The states are involved in curriculum revision and take an active part in approval of text book. Teachers usually are the members of the state civil services. In recent years each state has passed higher education law defining its relationship with higher educational institution.

5.4.3 Local administration:

The responsibility for educational administration has been dictated by the state government to the cities and counties. The local administration is usually responsible for school building and equipment with financial help from the state as and when necessary. The local level also hires and pays non-teaching persons and maintains custodial affairs. In many cases the counties also dictated some of these responsibilities to the local committees.

5.5 Funding of Education in Germany :

The financing of education in Germany is from the public sector. Most of the educational institutions are maintained by public authorities. The institutions basically receive their funds from public budgets allotted by the administration. The public financing arrangements for the education system are the result of decision-making processes in the political and administrative system. The administration of Germany is three tier, consisting Federation, Lander and Local authorities. Decisions on the financing of education are taken at these three levels, however 90% of public expenditure is provided by the Lander and local authorities.

5.6 Primary Education in Germany

The primary school in Germany is known as Grundschule is attended by all school age children together which covers the grade from 1-4. However in the two Landers (Berlin and Brandenburg) the grade is from 1-6. The Basic law and the Constitutions of the Lander include a number of fundamental provisions on schools such as inspection, parents' right, compulsory schooling, religious instruction, privately maintained schools. The legal basis for the Grundschule as the first compulsory school for all children is to be found in the Education Acts and the Compulsory Schooling Acts.

General objectives of primary education in Germany:

The task and objective of primary school are determined by its position within the school system. The primary school role is to lead its people from play oriented preschool level to formal system of learning to fit different learning requirements and capabilities of individual pupils. The aim of primary school is to provide its pupil with the basics for the next educational level and life-long learning. Importance has been given to the general improvement of linguistic competency and to the basic understanding of mathematical and scientific. At the same time the school develops their psycho-motor skills and their pattern of social behaviour. It also aims at providing experiences of interacting with other people. Thus the students acquire solid bases which help them to find their way and act within their environment. On the basis of the above discussion the following objectives can be highlighted below:

- i. To adapt to the forms and contents of teaching programme in a systematic way according to individual capabilities and interest.
- ii. To develop general improvement of linguistic competency.
- iii. To understand and have basic knowledge of mathematical and scientific concepts.
- iv. To develop their psycho-motor skills and social behaviour.
- v. To develop independent thinking, learning and working.
- vi. To acquire knowledge about the experiences of the world around them.
- vii. To provide experiences of interacting with other people.

viii. To prepare the students for the secondary level of schooling as well as lifelong learning.

Primary school students are normally taught in classes according to their age. In the early years of schooling the number of teachers associated with the students is basically the class teacher. It helps the students to get accustomed to school life with small number of teachers. However from class/grade 3 onwards the number of teachers teaching various subjects increases, thus preparing them for secondary stage.

Lessons at primary school focus on reading, writing and arithmetic. The subjects taught are German, mathematics, art, music, sport and religious instruction. Subjects like drama, art and handicrafts are often brought together to give a lively environment. Foreign language is taught in this primary stage. It focuses on linguistic development, mathematical education, media education, aesthetic education, movement education, environment and health etc. Children from this early stage were taught democratic education to strengthen the foundation of democracy.

The teaching methods are learner centric and importance is given to personal experiences, questions, knowledge, abilities and skills as their bases for learning their lessons. The educational progress is normally examined by constant monitoring of the learning process by the use of oral and written examinations. However, there is no leaving examination at the end of primary school.

STOP TO CONSIDER:

The first level of education is called early childhood education and consists of kindergarten for children from ages three to five. Attendance is voluntary. In the first half of the 1990s, about 80 percent of children were in kindergarten. All children are guaranteed a place in kindergarten. Primary education is considered to be the second stage of education

5.7 Secondary Education of Germany

Secondary education system in Germany is divided into two levels- junior/lower secondary education and senior/upper secondary education. Lower secondary level, which comprises the course of education from grades 5/7 to 9/10 of school, and upper secondary level which comprises

all the courses of education that build on the foundation laid in the lower secondary level. Secondary level education includes courses offering general education, a combination of general and vocational education. On completion of primary education, students between the age of 10-16 attend one of the following types of secondary schools- the Hauptschule, the Realschule, The Gymnasium, the Gesamtschule. Lower secondary level covers the age group of pupils between 10 and 15/16 years old and upper secondary level pupils between 15/16 and 18/19 years old.

The function of all the courses of education at lower secondary level is to prepare pupils for courses of education at upper secondary, completion of which is required for vocational or university entrance qualification. Accordingly, lower secondary education is predominantly of a general nature whereas vocational education predominated at upper secondary level.

Secondary level of education institutions do differ in terms of duration and school-leaving qualifications, but they are so interrelated that they largely constitute an open system allowing transfer from one type of course to the other.

General objectives of secondary education

The secondary education of Germany and course of education is based on the principle of basic general education, individual specialization and encouraging pupils according to their abilities. The upper secondary level aimed at qualification to higher education entrance examination. The general objectives of lower secondary education are as follows:

- a) To promote intellectual, emotional and physical aspects of pupils
- b) To make them independent and make decisions
- c) To provide instruction based on academic knowledge according to their stage and age.
- d) To select the degree of specialization according to the pupils' abilities and interest.
- e) To maintain an open system allowing transfer from one type of school to the other after an orientation stage.

The general objectives of upper secondary education are as follows:

- a) The aim of learning and work within the upper level of the gymnasium is to obtain the degree which entitles the holder to enter any study course at any institution of higher education
- b) It also enables them to commence a comparable course of vocational education and training.
- c) To provide in depth general education for academic study and
- d) To give preparatory knowledge of scientific work.

The general objectives of vocational schools in upper secondary level are as follows:

- a) To provide vocational qualification for skilled work.
- b) To provide occupation for which individuals can only qualify by attending school.

Types of institutions at Lower secondary schools

Each type of lower secondary schools offers one or several courses of education. All the courses at schools offering a single course of education are related to a certain leaving certificate. The schools that provide lower secondary education are as follows:

- a) Hauptschule:** Hauptschule provides students with basic general education which enables them to continue their education in the courses of vocational and higher education normally it covers grade 5-9. However, it also includes grade 10 in case of 10 years of compulsory full time education. School attendance is compulsory for the pupils in Hauptschule. Subjects such as German, foreign language (usually English), mathematics, physics, chemistry, biology, geography, history, social studies, music, art, sports, religious education are included in Hauptschule. Pre vocational studies also known as economic work technology also included along with domestic science, economics and other work related subjects for orientation towards professional practices and skill development.
- b) Realschule:** Realschule covers the grade from 5-10. It provide pupil with more extensive general education which enables them according to their preference and performance through specialization to continue their education in course leading to vocational qualification and in courses leading to higher education. The subjects taught at Realschule includes German, one foreign language,

mathematics, physics, chemistry, biology geography, history, politics, music, art, sport and religious education. In addition to compulsory courses they are also required to take compulsory electives from grade 7-8, another foreign language, short hand, word processing, book keeping, etc.

- c) **Gymnasium:** Gymnasium provides intensified general education and comprises both the lower and upper secondary level and covers grade from 5-12. Apart from this there are special type of gymnasium into which Hauptschule and Realschule pupils can transfer from grade 6-7. The main subjects taught are German, at least two foreign languages, mathematics physics, chemistry, biology, geography, history, politics, music, art, sports and religious education.

Apart from the regular courses the secondary stage has certain cross curricular topics that are concerned with political and economic development of the students. Sustainable development education, human right education, cultural education, economic education, vocational education media education, mobility and road safety education, health education etc. the secondary stage of education usually use various pedagogical techniques for imparting knowledge and skill.

Importance has been given to interdisciplinary courses and activities. Technology and media has been used for serving the purpose of education in a superior way. The evaluation of the students is done by written, oral and practical work. However, all the students must sit for the central examination known as Abitur and be qualified for him/her for the entrance into the institute of higher education.

Types of institution and organization of upper secondary education

The diversity of educational programmes and opportunities available to students increases at the upper secondary level. The institution for general upper secondary education is Gymnasium Oberstufe. The vocational upper secondary education includes full time vocational school namely Berufsfachschule, Fachoberschule, Berufliches Gymnasium, Berufsoberschule.

- a) **Gymnasiale oberstufe:** The Gymnasiale oberstufe is divided up into a one-year introductory phase and a two year qualification phase. Grade 10 may have a dual function as the final year of schooling in lower secondary education and the first year of schooling in the Gymnasiale oberstufe. The curriculum includes religious education and sport, German, foreign language, mathematics and physical science, history etc. however, the subjects taught are in accordance with the uniform examination standard. They focus on basic level of academic standards and courses at an increased level of academic standards. The pupils acquired school leaving certificate at the end of the upper secondary level courses of education.
- b) **Berufsfachschule:** Berufsfachschule are full time schools that introduce their pupils to one or several occupations by providing them training in vocational education and training. The subjects included are business occupation, occupation involving foreign trade, trade and technical occupation, craft industry occupation, social work related occupations, health sectors etc. The duration of training at Berufsfachschule varies from one to three years.
- c) **Fachoberschule:** The Fachoberschule basically focuses in pupils with general and specialized theoretical and practical knowledge and skills and leads up to the next higher education entrance qualification. It covers grade 11 and 12. This type of institution divide the curriculum into business and administration, technology, health, social-work, design, nutrition and home economics, agricultural and bio engineering on the one hand and German, foreign language, mathematics, natural sciences, economics on the other.
- d) **Berufliches Gymnasium:** This type of school provides career oriented specializations. It comprises a three year course of education. These schools provide career oriented subjects like business, technology, professional computer science, nutrition. It also provides general subjects, health and social studies for those who desire to take up as the second intensified course.

- e) **Berufsoberschule:** Berufsoberschule provides two years of full time education and is equivalent to the general and vocational education. The attendance of this institute is not strict and is only part-time basis for correspondingly longer period. The subjects covers are specialization in technology, economy, and management, nutrition, health and social professions, design as well as agricultural economy etc.,.

STOP TO CONSIDER:

Secondary education, the third level of education, is divided into two levels: junior secondary education (also called intermediate secondary education) and senior secondary education.

Upon completion of the Grundschule, students between the ages of ten and sixteen attend one of the following types of secondary schools: the Hauptschule, the Realschule, the Gymnasium, the Gesamtschule, or the Sonderschule (for children with special educational needs).

5.8 Higher Education in Germany

The higher education in Germany has different types of institutions which provide wide range of higher education. Some Landers in Germany also have an alternative to higher education in form of courses qualifying to practice a profession for those who have completed the upper level of secondary education and gained higher education entrance qualification.

General objectives of higher education:

Higher education aims at preparing the students for profession in specific sphere of activity, imparting to them particular knowledge, skills and methods required in a way appropriate to each course so as to enable them to perform scientific or artistic work and to act responsibly in a democratic and welfare state.

The legal basis of higher education in Germany is provided by the legislation on higher education of the Lander. The Federation is responsible for the fields of admission to higher education institutions and degrees from higher education institutions. The privately managed institutions also come under the jurisdiction of the higher Education Act.

Types of higher education:

Higher education in Germany has basically the following types of higher education institutes. They are as follows:

a) Universities and Equivalent Institutions of higher education:

The institutions that specialized in natural and engineering sciences and institution offering theological studies enjoys the status of university. These institutes offer wide range of subjects like Languages, the humanities, sport, law, economics and social sciences, natural sciences, medicine, agronomy, forestry, science and engineering science. Admission to any course of study at universities and equivalent higher education institutions generally requires passing the public examination. The method of teaching is quite innovative and learner centric. Seminars, practical exercises, work placement and study trips are extensively used to impart knowledge. The main function of these lectures is to impart general and basic knowledge about the various fields of study. The seminar offers an opportunity to deal in depth with more narrowly defined topic. Practical exercises and practical provide opportunities to develop the theoretical knowledge gained through practical aspects.

b) College of art and music: College of art and music offers courses of studies in the visual, design and performing arts, as well as in the areas of film, television and media and subjects related to music. These institutions also offer theoretical discipline in fine arts, art history, musicology, history and teaching of music, media and communication studies etc. Students must clear the public examination before getting admission in these institutions. Further these students must also qualify the artistic aptitude test. The students are supervised by a member of the teaching staff in groups.

c) Fachhochschulen: Fachhochschulen were introduced with specific characteristics of practical oriented education who apart from gaining academic knowledge also acquired professional experiences. These institutions offer continuing and vocational education. It provides vocational education training in agricultural economy, design, technology, business and social work. Apart from these, they also offer courses in engineering sciences, economics, social work, public administration, law, natural sciences, information and

communication nursing etc. These institutes include practical oriented training and teach through lectures, seminars, practical exercises, work placement and study trips in small groups.

STOP TO CONSIDER:

Higher education was available at 314 institutions of higher learning, with about 1.9 million students enrolled. Institutions of higher learning included eighty-one universities and technical universities, seven comprehensive universities, eight teacher-training colleges, seventeen theological seminaries, 126 profession-specific technical colleges, thirty training facilities in public administration, and forty-five academies for art, music, and literature.

5.9 Teacher Education in Germany

Teacher training in Germany is regulated by the Lander legislation through study regulation for all types of schools. The responsibility for teacher training rests with the Ministries of Education and Cultural Affairs of the Lander which regulate training

Teacher training is basically divided into two stages: a course of higher education and practical pedagogic training. Teacher training courses are offered at universities, colleges of education and colleges of art and music. Practical pedagogic training in the form of a preparatory service takes place in teacher training institutes and training schools. In some Landers, teacher training institutions have been established which coordinate teacher training between the faculties and teaching practice. The basic entry requirement for teacher training courses is the higher education entrance qualification which is acquired after attending school for 12 or 13 years and passing the Abitur examination.

Curriculum, Special Skills, Specialisation

The various careers for which teachers are trained correspond to the levels and types of school in the Land. In view of the resulting large number of different designations for teaching careers, the following six types of teaching careers can be classified:

- Teaching careers at the Grundschule or primary level

- General teaching careers at primary level and all or individual lower secondary level school types
- Teaching careers at all or individual lower secondary level school types
- Teaching careers for the general education subjects at upper secondary level or for the Gymnasium
- Teaching careers in vocational subjects at upper secondary level or at vocational Schools
- Teaching careers in special education

In all the Lands training is divided into studies at a university or equivalent institution of higher education and practical pedagogic training (preparatory service). In addition, teacher training is also to cover issues concerning special education.

The academic studies of the teachers is followed by practical aspect where the aspirant teachers must accomplish a phase of education called Referendariat, lasting 1.5 or 2 years when they are paid a small salary. The phase is organised by the school administration of Lands. The teacher aspirants have to attend and to give lessons in a school of their branch under instruction of a guiding teacher and the leaders of the pedagogic and science education seminars. During this phase the teacher aspirant has to pass several examination lessons and at the end verbal examination about pedagogy and teaching methods of their subject. Moreover, they have to write a report about teaching methods and lesson planning with respect to their own practice.

Alternative Training Pathways:

In some Lands, the reform of teacher training is to include the implementation of the consecutive structure of study courses with Bachelor's and Master's degrees (BA/MA) which was introduced in Germany. The revised structure comprises university studies as well as the preparatory service which is reduced to 12 months due to the crediting of practical pedagogic training. Periods of practical training are integrated into the courses of study, whereas the duration of the periods reserved for academic training should remain the same. A three-year Bachelor's study course in two relevant specialised subject areas and in educational science. Students receive training for a particular type of school and general training independent of a particular

type of school. For students who have successfully completed the Bachelor's course of study, a Master's study course with contents related to a particular type of school is offered. The duration of the course is 1 year for the teaching career at Grundschule, Hauptschule and Realschule; 2 years for the teaching careers at the Gymnasium and at vocational schools

5.10 Let Us Sum Up:

Germany has one of the world's best and most extensive school and university systems at present. On the whole the country's varied and multifaceted education system addresses well the needs of a population with different potentials and abilities.

The education system in the Federal Republic of Germany is divided into

- Early childhood education
- Primary education
- Secondary education
- Tertiary education
- Continuing education

Administration

In Germany, education is the responsibility of the state and part of their constitutional sovereignty. As it is a state responsibility educational administration defers from state to state. In each state except two city state "Hamburg" and "Bremen" and "West Berlin" responsibility is divided between the states and the local levels by the state law.

Financing of Education in Germany

The financing of education in Germany is from the public sector. Decisions on the financing of education are taken at these three levels. However, 90% of public expenditure are provided by the Lander and local authorities.

Primary School in Germany

The primary school in Germany is known as Grundschule; is attended by all school age children together which covers the grade from 1-4. However in the two Landers (Berlin and Brandenburg) the grade is from 1-6.

Secondary Education System in Germany

- Secondary education system in Germany is divided into two levels- junior/lower secondary education and senior/upper secondary education. Lower secondary level, which comprises the course of education from grades 5/7 to 9/10 of school, and upper secondary level which comprises all the courses of education that build on the foundation laid in the lower secondary level.
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- The institution for general upper secondary education is Gymnasium Oberstufe. The vocational upper secondary education includes full time vocational school namely Berufsfachschule, Fachoberschule, Berufliches Gymnasium, Berufsoberschule.

Higher Education in Germany:

- The higher education in Germany has different types of institutions which provide wide range of higher education.
- Some Landers in Germany also have an alternative to higher education in the form of courses qualifying to practice a profession for those who have completed the upper level of secondary education and gained higher education entrance qualification.
- The following types of higher education institutions: Universities and Equivalent Institutions of higher education, colleges of art and music, Fachhochschulen.

Teacher Training in Germany:

- Teacher training in Germany is regulated by the Lander legislation through study regulation for all types of schools.
- The six types of teaching careers can be classified:
 - Teaching careers at the Grundschule or primary level
 - General teaching careers at primary level and all or individual lower secondary level school types
 - Teaching careers at all or individual lower secondary level school types

- Teaching careers for the general education subjects at upper secondary level or for the Gymnasium
- Teaching careers in vocational subjects at upper secondary level or at vocational Schools
- Teaching careers in special education.

5.11 Checky Your Progress

Q1. Discuss the administration system of Germany?

Q2. Discuss the characteristic features of higher education in Germany. What is the status of university education?

5.12 Discussing A Question

Answer 1: Refer to ‘Administration of Germany education system’ of the study material.

Answer 2: Refer to ‘Higher Education in Germany’ of the study material.

5.13 Self Assessment Questions (SAQ)

Q1. Compare and discuss the aims and objectives of secondary education of Germany with that of India? Elucidate its curriculum and the examination procedure?

Q2. Outline the main objectives of primary education in Germany. Is there any difference with that of your country? Explain.

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