CENTRE FOR DISTANCE & ONLINE EDUCATION

UNIVERSITY OF JAMMU
JAMMU
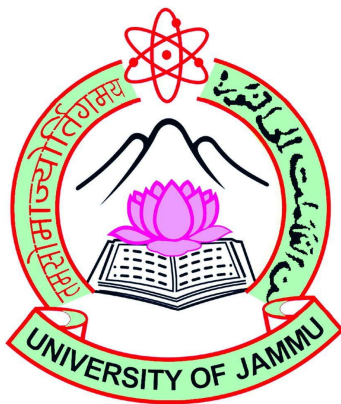
SELF LEARNING MATERIAL

M.A. EDUCATION
SEMESTER-III

Subject : Comparative Education	**Unit : I – IV**
Course No. : 302	**Lesson No. : 1 – 8**

Dr. Anuradha Goswami

Course Co-ordinator

Course Contributors :

- Dr. Aman,
  Department of Educational Studies
  Central University of Jammu,
  Jammu

- Dr. Seema R Thappa
  Assistant Professor,
  Department of Teacher Education
  Central University of Nagaland,
  Kohima

Format Editing :

Dr. Anuradha Goswami
CD&OE, University of Jammu,
Jammu

Printed at : Quick Offset, Delhi

MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE-BASED CREDIT SYSTEM
SEMESTER III
Syllabus for the Examination to be held in December 2024, 2025 and 2026

Course No. PSEDTC302
Credits: 4

Title: Comparative Education

Maximum Marks:	100
Minor Test-I :	10
Minor Test-II :	10
Internal Assessment Assignment	10
Major Test :	70

Learning Outcomes:

a. Students will understand the Comparative Education in the context of the Changing contexts & the needs of Education

b. Students will understand the role of Comparative Education in the context of the school and the Higher education.

c. Students will understand the comparative education in facilitating the diversities in the classrooms

d. Students will understand the different educational systems in India and in the developed economies.

Course Contents:

Unit-I

What is Comparative Education, Scope & History of Comparative Education, Approaches & Methods in Comparative Education; who are the main actors in the Comparative Education; The role & power of individuals, institutions, and countries play in the field of comparative education? Difference between the Comparative Education & International Education

Unit II

Education in Context of Economy

Why there is need of Education for All and the compulsory Education and what are the different approaches being used by the Government to achieve the target of the Compulsory Schooling for All; the strengths and limitations of these measures in the context of the different policies and Commissions recommendations. The Digital Divide in the society and in the educational Institutions and how Technology spread of the Education both at school as well as in the higher level. The Higher Education Not as a public Good.

Unit III

Diversity in the classrooms

The diversities of the language (Monolingual, bilingual & Multilingual class), the use of the foreign language in the classrooms of the schools & in the Higher Education -the strengths & the weaknesses
The Diversity based on the caste, religion & socio economic status as well of the Divyangs in the class and its remedies as suggested in the different commissions & policies recommendations. The disadvantages of the students living on the international borders and the students having the internal displacements
The role of the international Bodies (UNESCO, UNO, World Bank & IMF) in supporting the cause of the education in the low developing economies

Unit IV

Education system in the other Countries

Early Childhood Education, Secondary Education (including Vocationalization), Higher Education and Teacher Education in context of the policies & Programs in India and in USA, UK and China

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be two tests & one Assignment as part of Minor Evaluation & one major test at the end of semester in each semester. The students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Thory	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (marks)
Minor Test-I	Unit I & Unit II	Sixty Minutes	10 Marks
Minor Test-II	Unit III & Unit IV	Sixty Minutes	10 Marks
IAA			10 Mark (two questions of 5 marks each)
Major Test	Unit I to IV	Three Hours	70 Marks

Essential Reading

Bray (2007) – Chapter 1 – Actors and Purposes in Comparative education

Hay hoe, Ruth, Carly Manion, and Karen Mundy, "Why study comparative education?" pp.1-21. Sustainable Development Goals Fund (n.d.) Goal 4: Quality Education.

Carnoy, M. (1974) Education as Cultural Imperialism, (pp. 31-77). New York:

D. McKay. Martin, C. (2016). The reductive seduction of other people's problems. Bright Magazi

Takayama, K., A. Sriprakash, and R. Connell, "Toward a Postcolonial Comparative and International Education," Comparative Education Review 61, no. S1 (2017): 1-24

Banerjee and Duflo (2011). Poor Economics. Ch.4 Top of the Class. pp 71-101.

Castillo, Nathan M., and Daniel A. Wagner. 2014. "Gold Standard? The Use of Randomized Controlled Trials for International Educational Policy." Comparative Education Review 58 (1): 166-173.

Kremer et al. (2013). The Challenge of Education and Learning in the Developing World. Fresh Ed podcast with Steve Klees, "How Do Economists Understand Education?" http://www.freshedpodcast.com/steveklees/

Muralidharan et al. (2019). In Delhi Experiment, Software Sparks Success. Education Next. (Link). Read the article and/or listen to the podcast.

Warschauer, M., & Ames, M. (2010). Can one laptop per child save the world's poor? Journal of International Affairs, 64(1), 33-51. (Link).

Chambers and Trudgill (1998) Dialectology. 2nd edition. (Chapter 1 – pp 3-12)

Mazrui, A. A., & Mazrui, A. M. (1998). The Power of Babel: language and governance in the African experience. University of Chicago Press. (ch10 – pp141-159)

Suggested Readings:

Walter, S. & Benson, C. (2012). Ch14. Language policy and medium of instruction in formal education. In Spolsky (2012). The Cambridge handbook of language policy.

Practical

Explore the Ethnologue website. Identify one language you had never heard about before and prepare to share two or three facts about that language.

Spend 10 minutes exploring policies of the Rhode Island Department of Education to support multilingual learners. (Link).

McCoy et al (2016). Early Childhood Developmental Status in Low- and Middle-Income Countries: National, Regional, and Global Prevalence Estimates Using Predictive Modeling.

UNICEF (2014). Building better brains: New frontiers in early childhood development. (Link). UNESCO (2018). Recruiting and deploying effective teachers. (Link).

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 15 marks. Question No. 1 will be compulsory and shall have 04 short answer type questions (100 words per question). Short answer type questions will be from all the units. Each short answer type question will carry 2.5 marks.

TABLE OF CONTENTS

LESSON 1

CONCEPT, SCOPE AND HISTORY OF COMPARATIVE EDUCATION

Structure

1.1   Introduction

1.2   Learning Objectives

1.3   Meaning and Definition of Comparative Education

1.4   Nature of Comparative Education

1.5   Scope of Comparative Education

1.6   History of Comparative Education

1.7   Approaches and Methods in Comparative Education

   a. Main Actors of Comparative Education

1.8   Check Your Progess

1.9   Let us Sum Up

1.10   Keywords/Glossary

1.11   Self-Assessment Questions

1.12   Suggested Readings

1.1 Introduction

Comparison is a natural inclination of humans to compare the objects in their vicinity, particularly when they are located in different locations. Man may also engage in this type of enterprise when he is faced with a decision between two options. The concept of comparison is not exclusive to those who are involved in the field of education. The school students also compare their instructors, particularly when they are not present. In the present unit we will attempt to understand meaning and definition of comparative education along with the scope of comparative education for the future implications. After that we will try to explain

the history of comparative education in detail. While explaining history of comparative education, we will also try to explore the methods and approaches for applying these methods in different level of education.

1.2 Learning Objectives

After reading this unit, you will be able to:

- Define concept and meaning of comparative education;
- Describe the Nature & Scope of comparative education;
- Explain the history of comparative education;
- Analyse the various approaches and methods for comparing education system of different countries;
- Elucidate the main actors for doing the comparison of education.

1.3 Concept and Meaning of Comparative Education

Comparative education is an interdisciplinary field of study that concentrates on the comparison and contrast of educational systems and practices across various countries and civilizations. It endeavors to comprehend the social, cultural, economic, and political contexts in which education policies, curricula, teaching methods, and student outcomes operate, as well as the similarities and distinctions between them. The ultimate objective of comparative education is to enhance educational practices and policies by identifying successful models and best practices from around the globe and adapting them to local contexts. It is a valuable resource for policymakers, educators, researchers, and students who are interested in gaining a more comprehensive understanding of the global education landscape and gaining insight from the experiences of other countries.

Some of the definitions of the comparative education by renowned scholars and researchers are as follows:

Kandel (1936) said that the purpose of Comparative Education, as of comparative law, comparative literature or comparative anatomy, is to discover the differences in the forces and causes that produce differences in educational systems.

Awolola (1986) defines the subject as the study of aims and objectives of education, the curriculum methods of teaching, teacher - student relationships, school calendar, mode of discipline, design of school buildings, school administration among others which may be at the international or national levels.

Adejumobi (1994) defines the concept as a critical study of educational similarities and differences prevailing with a particular society or culture or among various societies and cultures.

Alabietal (1998) sees comparative education as; a way of comparing and contrasting different educational systems at national, infra-national as well as international levels. The major implications of their definition is that comparison of educational philosophies, systems and practices is not peculiar to two cultures or countries alone but it can also be localized as it has been rightly pointed out by the other scholars in the field.

Further C. Arnold Anderson explained 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 systems and societal correlates of the educational systems and their elements."

Comparative education, in its most fundamental form, offers a forum for the comprehensive analysis of educational systems, the facilitation of the exchange of information, and the contribution to the improvement of education standards all over the globe.

1.4 Nature of Comparative Education

Comparative education is a subfield of education that focuses on examining and contrasting the diverse educational systems, policies, practices, and outcomes that exist in different nations or areas. Following feature describes the nature if comparative education:
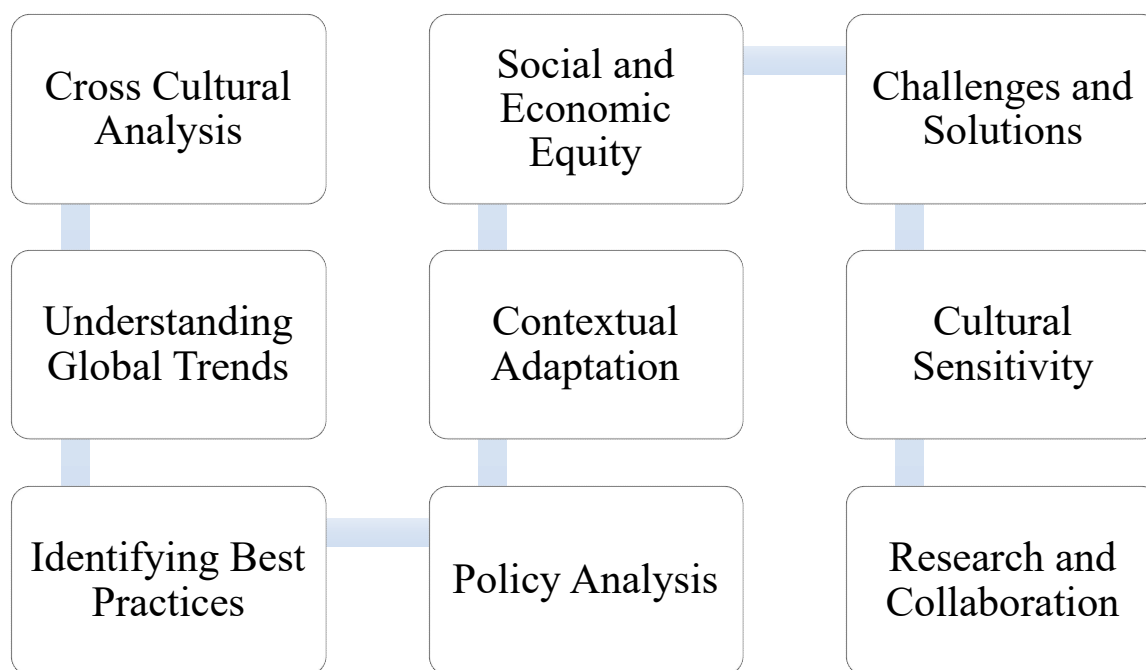
Figure 1: Depicting the nature of Comparative Education

Cross-Cultural Analysis: Comparative education is the examination of educational systems across various cultural, social, economic, and political settings, enabling academics to understand the impact of these elements on educational outcomes.

Identifying Best Practices: By analyzing the strengths and limitations of various educational systems, researchers can discern effective practices and tactics that may be modified or used to enhance education in other contexts.

Understanding Global Trends: It aids in recognizing global trends and transformations in education, including the integration of technology, modifications in curricular strategies, and the evolution of pedagogical methods.

Contextual Adaptation: Comparative education acknowledges that universal solutions are ineffective because of the distinct cultural and socioeconomic influences present in each place. It facilitates the customization of effective techniques to align with the distinct requirements of a certain situation.

Policy Analysis: Comparative education enables policymakers to comprehend the effects of diverse educational policies and changes across distinct contexts, supplying evidence to inform decision-making.

Social and Economic Equity: Comparative education helps reduce educational differences by looking at how different education systems handle issues of fairness, access, and inclusion.

Challenges and Solutions: Comparative education shows problems that different systems have, like not enough teachers, not enough money, or gaps in the curriculum. It also suggests ways to fix these problems by using what other systems have done.

Research and Collaboration: It motivates researchers, policymakers, and educators from different countries to work together. This allows them to share their thoughts and knowledge and raise the standards of education around the world.

Cultural Sensitivity: Comparative education researchers need to be aware of differences between cultures and not bring their own views into how they look at data or make suggestions.

In light of what has been presented above, it is possible to draw the conclusion that comparative education is an approach that seeks to compare educational difficulties and the solutions that have been applied to such problems in order to assist one's own educational practices.

1.5 Scope of Comparative Education

Noah and Eckstein, 1993 laid down the following objectives and scope of comparative education:

1. To describe educational systems, processes, or outcomes.

2. To assists in the development of educational institution and practices.

3. To highlight the relationships between education and society.

4. To establish generalized statements about education those are valid in more than one country.

Further, the term "scope" refers to the area or areas that are under the purview of the field of comparative education. The breadth of the topic also encompasses the many other fields of study or fields of study from which comparative education receives its knowledge, either directly or indirectly for its purposes.

The domain of comparative education encompasses the subsequent areas:

1. **Comparison of different educational systems**: Comparative education analyzes the similarities and contrasts of other educational systems, encompassing their structures, policies, curriculum, pedagogical approaches, and student results.

2. **Examination of educational policies and practices**: Comparative education scrutinizes the policies and practices that influence educational systems, encompassing the contributions of governments, educators, parents, and students in the educational process.

3. **Examination of social, cultural, economic, and political determinants impacting education:** Comparative education analyzes the social, cultural, economic, and political environments in which educational systems function, and how these determinants affect educational outcomes.

4. **Examination of international organizations and global educational initiatives**: Comparative education analyzes the influence of international entities like UNESCO and the OECD on educational policies and practices, and explores global initiatives such as the Sustainable Development Goals that affect education.

5. **Analysis of educational reform and innovation**: Comparative education investigates the adaptation of various educational systems to evolving social, economic, and technological trends, as well as the potential of educational reform and innovation to enhance educational results.

6. **Investigation of educational equality and access**: Comparative education analyzes how other educational systems tackle issues of equity and access, and how policies and practices might be formulated to provide equitable chances for all students.

1.6 History of Comparative Education

Seven phases in the historical evolution of Comparative Education should not be interpreted as seven sequential and mutually exclusive phases, with each phase succeeding the previous one. Rather, they should be interpreted as a progressive broadening and expansion of Comparative Education, which encompasses the objectives, relevance, content, themes, and methods of Comparative Education.

i. **The phase of traveller tales (from antiquity to 1817)**
   The narratives of these travelers on the educational practices of various countries and cultures are predominantly accidental, cursory, and lacking scientific rigor; hence, this period may be considered a prescientific stage of Comparative Education.

ii. **The phase of pioneers (From 1817-1900) (Selective borrowing)**
   At the beginning of the nineteenth century, the majority of government officials started conducting in-depth research on the educational systems and developments that were taking place in other countries. Their objective was to acquire the most effective ideas, methods, insights, and practices from those countries, with the intention of importing them in order to improve their own education systems in their own countries.

   These studies of other countries' education systems are thorough, but they don't always follow the rules of scientific research. People often said that some systems and practices were better

than others without any proof, but based on their own ideas, beliefs, and biases. It was still early in the research process for Comparative Education.

iii. **The phase of philosophers (Concern for cultural context) from 1900 to end of World War two in 1945.**
At this point, Jullien took the stage and called for a serious study of "Comparative Education," a term he made up, that would serve the good of all people instead of just a few countries. In his time, he didn't have any effect on the world, but as the 20th century began, his ideas came true in many ways. Some examples are UNESCO, the Institute of Education at the University of London, and the Ontario Institute of Studies in Education (OISE) at the University of Toronto. Other examples are professional Comparative Education societies, conferences, and journals, as well as studies that look at education around the world, like those done by the International Association for Education Achievement (IEA).

iv. **The phase of social science perspective (From end of World War two to present**
During this time, people studied national education systems as the result of national social forces. This was at its peak in the decades between the wars, at the same time that nationalism and nation-states were becoming more popular in some parts of Europe.

v. **Phase of heterodoxy: paradigm wars**
In this phase, which picked up speed in North America and Europe after World War II, people tried to turn Comparative Education into a full-fledged social science. During these decades, a lot of people thought that schooling could solve all of society's problems.

vi. **Phase of heterogeneity**
During this time, there were paradigm wars, which were the major points of disagreement between the conflict paradigms (like modernization theory, human capital theory, and structural functionalism) and the equilibrium paradigms (like human capital theory).

vii. **Contemporary trends**
This period was characterized by an increase in the number of paradigms that comprised the field as well as the variety of those paradigms.

Thus, Comparative Education is an analytical examination of the environmental influences and historical elements that create the educational systems of other nations, along with their challenges and proposed solutions on a comparative basis. It also focused on the objectives, methodologies, and accomplishments of opinions, as well as the social correlates of the educational system and its components.

1.7 Approaches and Methods of Comparative Education

i. Descriptive Method:

It's just a simple description of the educational systems of other countries. It could be a random, unplanned study like Marco Polo's, an in-depth and official look like Hiuen Tsang's, or an encyclopaedic look at all of them like Bache's. In the older accounts, people who travelled abroad weren't really interested in other countries' school systems for any practical reason. They just wanted to see the world. The way they described things was very individual in nature.

The "Decree by Grand Council of Venice" (1268 A.D.) was the most important event in the Middle Ages. It said that all Venetian diplomats had to write a full report of their work abroad, including how they worked with schools.

In the 19th century, travelers, mostly politicians, statesmen, academics, and educators, ventured overseas to acquire knowledge and adopt exemplary practices. Their papers encompassed descriptions of educational philosophy, methodologies, financing, organization, teacher training, curriculum, and more. Bache created a series of inquiries categorized under 16 topics and conducted interviews, delving into specifics such as dietary regimens, schedules, and extracurricular activities. This approach is devoid of objectivity and quantitative data, hence restricting its function. Nonetheless, it is a significant component of comparative education, despite its limited use in contemporary scientific methodologies.

Descriptive method is used:

- To help with planning and making policies for the present;
- To get a good starting point for talking about current issues;
- To look into, explain, and make sense of phenomena to find status and trends;
- To serve as a foundation for basic research

ii. Historical Approach:

This is another significant approach within comparative education. Comparative education has emerged as a component of the history of education. This is why comparative education is firmly rooted in history.

The causal aspects of contemporary educational issues are examined using a historical methodology. This strategy elucidates the elements that have shaped the current educational structure. This understanding will assist us in eliminating undesired aspects and further strengthening positive ones. The historical method seeks to comprehend all aspects that impact a country's educational system. Nicholas Hans, Schneider, and Kandel have underscored this technique.

The historical method focuses only on the past to gain a comprehensive understanding of the present. In other words, the historical method seeks to identify characteristics that may assist in constructing a more robust future stance.

Though initially the emphasis was only historical; later on, were also introduced sociological, political, cultural, religious, economical and other factors.

iii.Societal Approach:

If you believe that "as the society is, so is the school," then yes. "Things outside the school matter more than things inside the school," said Sadler.If you want to change society, education is a powerful tool. So, societies that are more authoritarian use more control, and societies that are more democratic teach their children democratic ways and means.

A dynamic relationship between society and education can be called 'forces and factors' app approach. Education is the mirror of society. Changes in society are reflected in changes in education. Appropriate educational reform can be devised to engineer future shape of the society and to achieve proposed national objectives.

So, the sociological way covers a lot of ground because

- it sees different school systems as modern results of past and present social and historical forces.

- It doesn't just focus on the things that happened in the past; it also makes it clear how important it is to study the main social and cultural aspects, since they have an effect on the way education is currently set up.

The sociological method is used:

- To look at social issues in society from a bigger picture point of view

- To look at various issues in schooling in a social setting

- To look into new ways to teach and learn at the national and foreign levels

Some educationists say that this method has some flaws because it doesn't take into account things that are related to individual efforts.

vi. Quantitative or Statistical Approach:

Some people think that that the statistical method should be used to compare education because it will show us how the education system in a certain country is improving or getting worse. This is one way that different kinds of information about the school system are gathered.

The best thing about statistical analysis is that it can show how schooling is improving or getting worse in a certain area.

The observer may be subjective, but the data are neutral.

In comparative education the data is used for measuring things like the size of school enrolment. But, use of statistics is not helpful in other spheres like the consideration of curriculum or discipline Errors cannot be avoided even in a simple work like counting school enrolment. Allowances for such possible errors will have to be made. Still more serious is the problem of wilful misrepresentation of data by various agencies for various reasons. The questionnaire circulated may not be replied accurately.

After World War I, quantitative methods for comparing things became more and more important in the social sciences. The speeding up of these trends since World War II has led to the creation of a huge amount of statistical data, better tools for saving, manipulating, and finding data, and the creation of more complex models. These days, quantitative or statistical methods are used in comparison education. This describes the most recent step in the growth of comparison education.

V. Scientific Approach:

It attempts to eliminate subjectivity and offer objective observation. It is based on a method of enquiry which minimizes the possibility of observer's bias and maximizes the validity of data. It implies a scientific attitude and research strategy.

1.7 a Role of Actors in Comparative Education

Comparative education involves various actors who play significant roles in the study and implementation of educational systems across different countries. Here are the main actors in comparative education:

1. Academics and Researchers

- Scholars and Professors: These individuals conduct research, publish studies, and teach comparative education courses at universities. They contribute to the academic body of knowledge and theoretical frameworks in the field.

2. International Organizations

- UNESCO (United Nations Educational, Scientific and Cultural Organization): Promotes international collaboration in education and provides comparative data on education systems worldwide.

- OECD (Organisation for Economic Co-operation and Development): Through initiatives like PISA (Programme for International Student Assessment), the OECD compares student performance globally and offers policy advice.

- World Bank: Engages in educational development projects and provides funding and research on education systems in developing countries.

3. Government Agencies

- Ministries of Education: National and regional education authorities implement and manage education policies, often drawing on comparative studies to improve their systems.

- Policy Makers: Officials who create and reform education policies based on comparative research and international best practices.

4. Non-Governmental Organizations (NGOs)

- Organizations like Save the Children, and Education International, work on educational projects globally, focusing on areas such as inclusive education, educational equity, and access to quality education.

5. Educational Institutions

- Schools and Universities: These institutions participate in comparative studies and often host international students and exchange programs, contributing to the global exchange of educational practices.

6. Professional Associations

- Comparative and International Education Society (CIES): A key professional association that promotes comparative education through conferences, publications, and networking opportunities.

- World Council of Comparative Education Societies (WCCES): An umbrella organization that fosters collaboration among various national and regional comparative education societies.

7. Educators and Practitioners

- Teachers and School Administrators: Implement educational practices and policies in classrooms, often influenced by comparative education research.

- Educational Consultants: Provide expertise and advice on adopting international educational practices and standards.

8. Students and Families

- International Students: Their experiences and feedback contribute to the understanding and comparison of different education systems.

- Parents: Play a role in advocating for educational reforms based on international standards and best practices.

  These actors work together to advance the field of comparative education, ensuring that educational practices and policies are informed by global perspectives and research.

1.8 Check Your Progress

a. **Discuss briefly about the nature of Comparative Education?**

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

b. **Write down about the approaches and methods that can be used for comparative education.**

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

c. **Illustrate the role of various actors in the comparative education.**

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

……………………………………………………………………………….......................................

1.9 Let us Sum Up

Comparative education is a well-established area of study that looks at how schools work in one country (or a group of countries) by using information and ideas from how things work in another country or countries. Kandel said, "Comparative education is concerned because it tries to figure out and compare the things that make national school systems different."

The main objective of comparative education to reflects on few aspects of the systems of education of other countries so as to help in modifying our own. Comparative Education is generally found in all the aspects of education which covers a wider area as it includes Education system and philosophical foundation, Educational management, administration, supervision and inspection, Format of curriculum at different levels, Teaching methods and techniques used at different levels, Problem and issues of teacher education etc.

1.10 Keywords/Glossary

UNESCO (United Nations Educational, Scientific and Cultural Organization) is a specialized agency of the United Nations focused on promoting international collaboration in education, science, culture, and communication. Established in 1945, its goal is to foster peace and sustainable development by advancing knowledge and understanding across nations.

PISA, or the **Programme for International Student Assessment**, is an international survey conducted by the **Organisation for Economic Co-operation and Development (OECD)**. Its goal is to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in reading, mathematics, and science.

Cultural Sensitivity: Comparative education researchers need to be aware of differences between cultures and not bring their own views into how they look at data or make suggestions.

1.11 Self-Assessment Questions

1. **Define Comparative Education.**

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

1.12 Suggested Readings

Biswas, A. & Aggarwal, J.C. (1995) Comparative Education, Arya Book Depot, New Delhi.

Chaube, S.P. & Chaube, A (2003) Comparative Education, Vikas Publishing House Pvt. Ltd., New Delhi.

Edwards, Reginald, Holmes, Brian & Graaff, John Van de (1973) Relevant Methods in Comparative Education: A report of meeting of international experts, UNESCO Institute for education, Hamburg.

Hans, Nicholas, Comparative Education, University Book Stall, 5 Anachari Road, New Delhi.

https://www.slideshare.net/slideshow/comparative-educationpptx/256084131

https://prezi.com/z2zhv50ma1nn/comparative-education/

LESSON 2

ROLE AND POWER OF DIFFERENT AGENCIES IN COMPARATIVE EDUCATION

Structure

2.1. Introduction

2.2. Learning Objectives

2.3. Role and Power of Different Agencies in Comparative Education

   a. Individuals

   b. Institutions

   c. Countries

2.4. Difference between Comparative Education & International Education

2.5. Check Your Progress

2.6. Let us Sum Up

2.7. Keywords/Glossary

2.8. Self-Assessment Questions

2.9. Suggested Readings

2.1. Introduction

Comparative education is an academic discipline that examines educational systems, methods, policies, and outcomes across various nations or regions. It seeks to analyse the similarities and contrasts in educational systems, their foundational concepts, and their effects on learners and society. Through the comparison of diverse educational methodologies, researchers can determine optimal practices, obstacles, and prospective areas for enhancement within global education systems. Some of the importance of the comparative education includes: assistance in solving one's educational problems, understanding of the factors those are responsible for various educational changes, to highlight the relationships between education and society, to describe educational systems, processes, or outcomes etc.

In the present unit we will attempt to understand role and power of different agencies in comparative education and international education. After that we will try to explain the difference in comparative education and international education in detail.

2.2. Learning Objectives

After going through the unit, you would be able to:

- Get an overview of roles of different agencies in comparative education.

- Explain the power of different agencies in comparative education.

- Elucidate the difference between comparative education and international education.

2.3. Role and Power of Individual in Comparative Education

Individuals play a vital role in the field of comparative education, influencing both the study and the application of educational practices and policies across different countries. Following is some of the roles of an individuals that look at how individuals contribute to and wield power within this field of comparative education:

1. Researchers and Academicians

o **Role**: Researchers and academicians conduct various studies to compare education systems of different countries, identify the best practices in educational system of various countries, and highlight areas for improvement in different aspects of comparative education. Along with this, they also publish research findings in academic journals and present at conferences, workshops and seminars related to different fields in the education system.

o **Power**: Both the researchers and academicians have power to shape the theoretical and methodological frameworks of comparative education. This will ultimately help in influencing the policymakers and educational practitioners of the country to adopt such methods and techniques in the educational system for the improved learning outcomes.

2. Educators and Teachers

o **Role**: Educators and Teachers play an important role in the implementation of various educational practices in classrooms, drawing from comparative education research to enhance teaching methods and curricula.

o **Power**: Teachers and Educators are such primary source that directly affect student outcomes and experiences. As frontline implementers, their feedback and insights can inform educational reforms and policy changes in any country.

3. Policy Makers

o **Role**: The policy makers in any country will help in the development of any education system and enact various educational policies which is based on comparative studies and international benchmarks so that learning will be at par with the global level.

o **Power**: Both teachers and educators have an influence on the structure and quality of education systems in the country. Their decisions in any aspect of education system that is curriculum as well as co-curriculum can drive large-scale educational changes and reforms in any country.

4. Students

o **Role**: The Engagement of students with different education systems will help in providing feedback and perspectives related to educational system including curriculum, co-curriculum, teaching methods and techniques, evaluation strategies that contribute to comparative studies.

o **Power**: The experiences and outcomes related to students can highlight the strengths and weaknesses of educational practices, informing future research and policy decisions.

5. Parents and Community Members

o **Role**: Parents and Community Members advocated for quality education and participate in educational decision-making processes at local, national, and international levels.

o **Power**: The power of parents and Community can influence educational policies and practices through advocacy, participation in school boards, and community organizations.

6. Consultants and Advisors

o **Role**: The consultants will provide expertise and advice on educational practices, reforms, and policies, often working with governments, NGOs, and international organizations.

o **Power**: The recommendations of consultants and advisors can guide the implementation of educational initiatives and reforms, leveraging comparative data to drive improvements.

Power of Individuals

• **Influence on Policy and Practice**: Individuals' research, advocacy, and professional practices directly affect educational policies and classroom practices. By highlighting successful education models and identifying areas needing improvement, they drive change at multiple levels.

• **Knowledge Creation and Dissemination**: Academics and researchers contribute to the global body of knowledge in comparative education. Their work is disseminated through publications, conferences, and academic networks, influencing educators and policymakers worldwide.

- **Grassroots Impact**: Teachers, parents, and community members bring a ground-level perspective to educational discourse. Their real-world experiences and challenges can inform research and policy in meaningful ways.

- **Global Collaboration**: Individuals often collaborate across borders, sharing insights and strategies that enhance educational practices globally. This international cooperation enriches comparative education as a field.

In summary, individuals wield significant power in comparative education through their roles as researchers, educators, policymakers, students, parents, and consultants. Their contributions shape educational policies, practices, and outcomes, driving continuous improvement and innovation in education systems worldwide.

2.3 b. Role and Power of Institutions in Comparative Education

Institutions play a pivotal role in the field of comparative education, influencing research, policy, and practice on both national and international scales. Here's an exploration of the roles and powers of various types of institutions in comparative education:

Roles of Institutions

1. Universities and Research Institutes

o **Role**: Conduct in-depth research in comparative education, offer academic programs and courses, and foster scholarly discourse through conferences and publications.

o **Power**: Shape the theoretical and methodological foundations of the field. Their research findings influence educational policies and practices globally. They also train future scholars and professionals in comparative education.

2. International Organizations

o **UNESCO**: Promotes global educational cooperation, sets international standards, and conducts comparative studies on education systems worldwide.

o **OECD**: Provides comparative data on educational performance through initiatives like PISA and offers policy recommendations to improve education systems.

o **World Bank**: Supports educational development projects, provides funding, and conducts research to address global educational challenges.

3. Government Bodies

o **Ministries of Education**: Develop and implement education policies based on comparative research and international best practices. Ensure compliance with global education standards.

o **Policy-Making Institutions**: Analyze comparative education data to inform decisions, develop educational reforms, and create policies that align with international benchmarks.

4. Non-Governmental Organizations (NGOs)

o **Role**: Advocate for educational equity and quality, implement educational programs, and conduct grassroots-level research.

o **Power**: Influence national and international education policies through advocacy, partnerships, and community engagement. Provide innovative solutions and highlight areas needing reform.

5. Professional Associations

o **Comparative and International Education Society (CIES)**: Fosters collaboration among scholars, promotes comparative education research, and organizes conferences.

o **World Council of Comparative Education Societies (WCCES)**: Enhances global cooperation among national and regional comparative education societies.

Power of Institutions

- **Policy Influence**: Institutions like universities and international organizations have significant influence over educational policies. Their research and recommendations often shape national and regional education reforms.

- **Knowledge Creation and Dissemination**: Institutions produce and disseminate valuable research that advances the field of comparative education. Their publications, conferences, and academic programs contribute to a global exchange of knowledge.

- **Capacity Building**: Universities and research institutes play a crucial role in training educators, policymakers, and researchers, thereby building the capacity of individuals to contribute to educational improvements.

- **International Collaboration**: Institutions facilitate international cooperation, bringing together experts from various countries to share best practices, conduct comparative studies, and develop joint initiatives.

- **Advocacy and Reform**: NGOs and professional associations advocate for educational reforms based on comparative research. They raise awareness about global educational challenges and mobilize resources to address them.

The roles and powers of institutions in comparative education are multifaceted and interconnected. By conducting research, shaping policies, and fostering international collaboration, these institutions contribute to the continuous improvement and innovation of education systems worldwide. Their collective efforts ensure that educational practices are informed by global perspectives, ultimately leading to more effective and equitable education for all.

2.3 c. Role and Power of Countries in Comparative Education

Countries play a fundamental role in comparative education, shaping educational policies, practices, and international cooperation. Here's an exploration of the roles and powers of countries in this field:

Roles of Countries

1. Policy Development and Implementation

- o **Role**: Countries develop and implement national education policies and reforms. They design education systems that reflect their socio-economic, cultural, and political contexts.

- o **Power**: Governments have the authority to establish educational standards, curricula, and assessment methods. They allocate resources and funding to support education at all levels.

2. Participation in International Assessments

- o **Role**: Countries participate in international assessments and studies, such as PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study).

- o **Power**: Participation in these assessments allows countries to benchmark their education systems against others, identify areas for improvement, and implement evidence-based policies.

3. Bilateral and Multilateral Cooperation

- o **Role**: Countries engage in bilateral and multilateral educational cooperation, forming partnerships to share best practices, conduct joint research, and provide technical assistance.

- o **Power**: Through international agreements and collaborations, countries influence global educational standards and practices. They contribute to the development of international education frameworks.

4. Funding and Aid

- o **Role**: Developed countries often provide financial aid and support for educational development projects in developing countries.

- o **Power**: Funding from donor countries can significantly impact educational access and quality in recipient countries. Donor countries can also influence educational priorities through their aid programs.

5. Educational Exchanges and Scholarships

- o **Role**: Countries establish exchange programs and scholarship opportunities to promote cross-cultural understanding and academic collaboration.

- o **Power**: Educational exchanges enhance the skills and knowledge of participants, fostering global

networks of scholars, educators, and students. These programs also promote the sharing of innovative educational practices.

Power of Countries

- **National Sovereignty**: Countries have the sovereign power to design and regulate their education systems. This allows them to tailor education policies to meet the specific needs and aspirations of their populations.

- **Influence on Global Education Policies**: Through participation in international organizations and forums, countries can shape global education agendas and policies. They contribute to the development of international standards and guidelines.

- **Resource Allocation**: Countries control the allocation of resources for education, determining funding levels for schools, teacher training, infrastructure, and technology. Resource allocation decisions have a direct impact on the quality and equity of education.

- **Cultural and Contextual Adaptation**: Countries adapt global education practices to their unique cultural, social, and economic contexts. This ensures that education policies and programs are relevant and effective within their specific environments.

Countries wield significant power in comparative education through their roles in policy development, international cooperation, funding, and cultural adaptation. Their decisions and actions shape the quality and effectiveness of education systems both domestically and globally. By engaging in comparative education, countries can learn from each other, share best practices, and work towards achieving more equitable and high-quality education for all.

2.4 Difference between Comparative Education and International Education

Comparative Education and **International Education** are closely related fields, but they have distinct focuses and methodologies. Here's a breakdown of the differences:

Comparative Education

1. Focus:

o **Study and Comparison**: Comparative Education is primarily concerned with comparing education systems, practices, and outcomes across different countries and cultures. It aims to understand the differences and similarities in educational approaches worldwide.

o **Theory and Methodology**: It emphasizes the development of theories and methodologies for analyzing and comparing educational systems.

2. **Purpose**:

   o **Improvement and Reform**: The main goal is to identify best practices and areas for improvement, which can inform educational reforms and policy decisions.

   o **Understanding Contexts**: It seeks to understand how various social, cultural, economic, and political contexts influence education.

3. **Scope**:

   o **Cross-National Studies**: It often involves cross-national studies and comparisons, looking at how different countries address similar educational challenges.

   o **Historical and Cultural Analysis**: Includes historical and cultural analysis to understand the evolution and impact of educational systems.

4. **Research Methods**:

   o **Qualitative and Quantitative**: Uses both qualitative and quantitative research methods, including case studies, surveys, and statistical analysis.

   o **In-Depth Analysis**: Involves in-depth analysis of specific education systems or components within those systems.

International Education

1. **Focus**:

   o **Global Education**: International Education focuses on global educational exchanges, internationalization of education, and the promotion of global citizenship.

   o **Program Implementation**: It often involves the implementation and management of international education programs and initiatives.

2. **Purpose**:

   o **Cultural Exchange and Understanding**: Promotes cultural exchange and understanding through educational programs and partnerships.

   o **Development and Cooperation**: Supports educational development and cooperation between countries, often through international organizations and aid programs.

3. **Scope**:

   o **Study Abroad and Exchanges**: Includes study abroad programs, international student and teacher exchanges, and global partnerships between educational institutions.

o **International Policies and Standards**: Involves the development and implementation of international education policies and standards.

4. Research Methods:

o **Program Evaluation**: Focuses on evaluating the effectiveness and impact of international education programs.

o **Policy Analysis**: Involves analysis of international education policies and their implementation.

Summary of Key Differences

Aspect	Comparative Education	International Education
Focus	Comparing education systems	Global education exchanges and programs
Purpose	Informing reforms and understanding contexts	Promoting cultural exchange and cooperation
Scope	Cross-national studies, historical analysis	Study abroad, international partnerships
Research Methods	Qualitative and quantitative analysis	Program evaluation, policy analysis

While Comparative Education and International Education overlap in many areas, they each bring unique perspectives and methodologies to the study and implementation of education across the globe. Together, they contribute to a deeper understanding and enhancement of educational practices and policies worldwide.

2.5 Check Your Progress

a. **List out the role of Researcher and Academicians as individual in the Comparative Education.**

………………………………………………………………………………….......................................

………………………………………………………………………………….......................................

………………………………………………………………………………….......................................

………………………………………………………………………………….......................................

………………………………………………………………………………….......................................

………………………………………………………………………………….......................................

………………………………………………………………………………….......................................

b. How we can say that the power of countries in comparative education is multifaceted and interconnected?

…………………………………………………………………………….................................

…………………………………………………………………………….................................

…………………………………………………………………………….................................

…………………………………………………………………………….................................

…………………………………………………………………………….................................

2.6 Let us Sum Up

In the twenty-first century, comparative education has demonstrated remarkable achievement in establishing itself as a diverse field of study that is supported by a solid academic foundation. Throughout its history, there have been a number of people and organizations that have made significant contributions to its creation and academic growth. It would be impossible to identify such a large number of people and organizations in such a little chapter.

A wide range of individuals, including students, academics, policymakers, and practitioners, are actively involved in comparative education for a variety of reasons all over the world. Comparative and International Education is a vast, rich, diverse and growing field of inquiry that is concerned with the academic study of a wide range of key educational issues and themes across cultures, countries and regions. International education and comparative education are closely related terms. International education is even wider than comparative education.

2.7 Keywords/Glossary

The **World Council of Comparative Education Societies (WCCES)** is a global organization that brings together comparative education societies from around the world. Its primary aim is to foster international collaboration and dialogue among researchers, educators, and policymakers in the field of comparative and international education.

Cross-national studies in education involve comparing educational systems, policies, practices, and outcomes across different countries. These studies aim to identify patterns, similarities, and differences in how countries address educational challenges, such as equity, access, quality, and innovation.

Qualitative analysis is a research method focused on understanding concepts, behaviors, or experiences through non-numerical data. It is widely used in fields such as education, sociology, psychology, and marketing to explore the *"why"* and *"how"* behind people's thoughts, actions, and interactions.

Quantitative analysis is a research method that focuses on numerical data to uncover patterns, relationships, or trends. It is commonly used in fields like education, economics, psychology, healthcare, and more, aiming to provide objective, measurable insights.

2.8. Self-Assessment Questions

1. List out main differentiate between Comparative Education and International Education.

2. Mention role of Institution in Comparative Education.

2.9. Suggested Readings

Sharma, R.A (2014) Comparative Education, Educational systems &problems of the world. R. Lall Book Depot, Meerut.

Sodhi, T.S. (1983) A Text book of Comparative Education. Vikas Publishing House Pvt. Ltd., New Delhi

Bereday, G. (1964) Comparative Method in Education. New York: Holt, Rinehart & Winston.

Kandel, I. (1933) Studies in Comparative Education. London: George Harrap.

LESSON 3

EDUCATION IN CONTEXT OF ECONOMY

Structure

3.1. Introduction

3.2. Learning Objectives

3.3. Need of Education for All

3.4. Different Approaches Used by Government to Achieve the Target of Compulsory Schooling for All, Strengths and Limitations of these Measures

3.5. Check your progress

3.6. Let us Sum Up

3.7. Keywords/Glossary

3.8. Self-Assessment Questions

3.9. Suggested Readings

3.1 Introduction

Dear learners, as you are familiar that Education and Economy of a nation are intimately related to each other in a number of ways. Education serves as a catalyst for improving the economic conditions of a society and helps in the development of a nation. Keeping in view, various policies and policies, committees and commissions are taken from time to time to improve the status of education in the country. In this chapter we will learn different approaches used by Government to target compulsory schooling in India and the strengths and limitations regarding the working of these schemes or policies.

3.2 Learning Objectives

After studying this lesson, you will be able to:

• explain the different approaches used by Government to achieve the target of Compulsory schooling.

a) District Primary Education Programme

b) Kasturba Gandhi Balika Vidyalaya's

c) RTE Act 2009

d) Sarva Shiksha Abhiyan

3.3. WHY THERE IS A NEED OF EDUCATION FOR ALL

To achieve long-term growth, economic advancement, and social justice in a country, everyone, regardless of circumstance or background, must have access to high-quality education. Education is a significant instrument for reducing societal inequities because it provides equitable access to learning opportunities, hence overcoming socioeconomic, cultural, and geographical gaps. It contributes to the reduction of inequities among marginalized groups such as women, rural populations, and individuals with disabilities, who frequently have limited educational possibilities. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), Education is not only a human right, but also a critical tool for realizing other rights such as economic security and social inclusion (UNESCO, 2015).

Education and Economic Development

Universal education is intimately related to economic development. Countries that invest in education tend to have faster economic growth. An educated workforce is more productive, imaginative, and capable of propelling technological progress. According to the World Bank, education is an important factor in poverty reduction because it provides individuals with the skills required to acquire higher-paying professions, resulting in a wealthier community (World Bank, 2018). Furthermore, the rise of knowledge-based economies highlights the necessity of education in educating the workforce to meet the expectations of modern enterprises.

Education and Sustainable Development Goals (SDGs)

The United Nations Sustainable Development Goals (SDGs), particularly Goal 4 is Education which aims to provide inclusive and quality education to all and encourage lifelong learning. Other development goals, such as Gender quality, good health, and economic success, cannot be reached unless everyone has access to education. Education helps to develop skills related to achieve Sustainable Development Goals, Critical thinking and Problem Solving. (UN, 2015).

Education and Improved Health and Well-being

The World Health Organization (WHO) acknowledges the link between Education and Health stating that education is a significant predictor of health outcomes and life expectancy. Educated Individuals are more likely to lead healthier lifestyles, seek medical care, and contribute to improved health outcomes for themselves and their communities. Studies have demonstrated that education, particularly for women and girls, improves family health, including lower child death rates and better nutrition.

As stated above, "Education for All"is not just a goal, but a foundation for a goal, but a necessary foundation for building a sustainable world. By investing in education, societies can create opportunities for individuals

to improve their lives, contribute to the economy, and achieve their full potential. It is essential for governments, international organizations, and communities to prioritize universal access to quality education to create a more equitable and thriving global society. In this regard, some approaches have been used by Government of India to achieve the target of compulsory schooling for all its citizens. We will learn about some of these approaches in the next section.

3.4. APPROACHES USED BY GOVERNMENT TO ACHIEVE THE TARGET OF COMPULSORY SCHOOLING

About four and a half decades ago, we in India made a promise in our Constitution that free and compulsory basic education would be offered to all children under the age of 14 within 10 years after 1950. Since 1950, concerned attempts have been undertaken to attain this aim. Over time, there have been significant growth in the number and dispersion of institutions, as well as enrollment.

Over the past several years, India has made great progress towards attaining the goal of "Education For Everyone". A number of programmes have been further developed after and before 2000 and put into action to fulfill the objective of "Education for All". These policies and programmes are executed by the collaborative efforts of Government of India, the State/UT Governments and through decentralized structures involving local bodies at the district level. Following are the approaches that have been used by the Government of India to achieve the target of Universalisation of Education or Compulsory Schooling in India:

a) District Primary Education Programme (DPEP).

This scheme was established in 1994.The main aim of this programme was to revitalize and universalize primary education. The DPEP aimed to promote a universal perspective, reduce inequalities among social groups, and learning outcomes. The program aimed to provide primary education to all children, reduce disparities in enrollment and dropout rates, reduce dropout rates for all children to less than 10%, and increase average achievement rates by 25% compared to baseline levels. (Khan,2012)

Strengths and Limitations:

The initiative actively supported the cause of gender equity by upgrading facilities for females and recruiting female teachers, while also working for inclusivity by assisting children with disabilities and those from underprivileged backgrounds. DPEP helped to reduce dropout rates by establishing bridge courses, remedial instruction, and alternate schooling, while also increasing educational infrastructure and teacher training to improve quality.

However, the initiative had significant drawbacks, including unequal implementation across districts, ongoing lack of infrastructure, shortage of teachers, and insufficient emphasis on improving learning results. Poverty and early marriage remained major contributors to high dropout rates, while cultural hurdles like as gender and caste biases hampered the program's reach

b) **Kasturba Gandhi Balika Vidyalaya's (KGBVs)**

This scheme began in July 2004, the Kasturba Gandhi Balika Vidyalaya (KGBV) program seeks to give disadvantaged girls, especially those from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and minority communities, access to high-quality education. This program mainly targets Educationally Backward Blocks (EBBs), which have large gender disparities in schooling and poor female literacy rates. The policy prioritizes girls from Scheduled Castes, Scheduled Tribes, Other Backward Classes, or Minority Communities for at least 75% of available seats, while girls from below-poverty-line families receive the remaining 25%. KGBVs offer free residential facilities to ensure a safe and conducive learning environment.

Strengths of KGBVs:

i) KGBVs typically target females from impoverished neighborhoods, thereby bridging the educational gap and promoting gender equality.

ii) By offering a safe home environment, they ensure that girls from remote and disadvantaged locations can access education without the strain of daily travel.

iii) Free lodging, food, books, clothes, and other necessities serve to eliminate the financial barriers that frequently prohibit females from attending school.

iv) Enrolling dropouts, economically disadvantaged students, and socially marginalized groups first ensures a more inclusive school system.

v) KGBVs provide a substantial contribution to increasing literacy rates among girls in rural and underdeveloped areas.

Limitations of KGBVs:

i) Many KGBVs encounter challenges such as inadequate classrooms, hostels, and sanitary facilities, especially in distant places.

ii) A shortage of qualified and educated teachers has a significant impact on educational quality.

iii) The emphasis is frequently on basic education, with few possibilities for advanced or specialized studies, thereby limiting future opportunities.

iv) Despite being in a residential setting, some students leave out owing to familial pressures such as early marriage, home chores, or a lack of understanding of the value of education.

v) In some cases, a lack of supervision and irregular audits might result in mismanagement or operational inefficiencies.

vi) With capped enrollment, KGBVs frequently cannot accommodate all qualified students in an area, leaving many females out of the program.

c) Right of Children to Free and Compulsory Education (RTE) Act, 2009:

One important piece of Indian legislation, the Right to Education (RTE) Act of 2009, aims to guarantee free and compulsory education for all children aged 6 to 14. This law guarantees that every child has the right to a high-quality education in a government-approved school and that the child or family will not be charged for the education. The Act also establishes minimum requirements for teachers, enhances school infrastructure, and encourages child-centered learning—which prioritizes a child's overall development over rote memorization. The RTE Act also mandates that private schools set aside a specific proportion of their seats for students from underprivileged families. The RTE Act mandates the following timeframes:

(i) Establish neighborhood schools;

(ii) Building necessary School infrastructure;

(iii) Provide instructors as per Pupil Teacher Ratio;

(iv) Train unskilled teachers.

STRENGTHS AND LIMITATIONS OF RTE ACT 2009:

a) Strengths of RTE ACT 2009

i) A key section of Indian legislation, the Right to Education (RTE) Act, 2009, guarantees free and mandatory education for children between the ages of 6 and 14. Promoting universal access to education by securing education as a fundamental right under Article 21A of the Constitution is one of its main advantages.

ii) The Act promotes social fairness and diversity in classrooms by requiring a 25% reserve in private schools for children from underprivileged and economically disadvantaged groups.

iii) In order to guarantee high-quality education, it also establishes minimal requirements for pupil-teacher ratios, facilities, and instructor credentials.

iv) The RTE Act enhances local government in education by giving School Management Committees (SMCs) more authority and placing a strong emphasis on community involvement.

v) Additionally, it outlaws capitation fees and admissions screening processes, guaranteeing the educational system's openness and equity. These policies have helped India move closer to attaining educational fairness and quality by dramatically increasing school enrollment, particularly among females and underprivileged groups.

b) Limitations of RTE ACT 2009:

i) The age span for which Right to Education is available is just 6 - 14 years, however this can be expanded to 0 - 18 years to be more inclusive and encompassing.

ii) Many papers, such as birth certificates and BPL certificates, are required throughout the admissions process. This action appears to have excluded orphans from receiving benefits under the Act.

iii) There have been implementation issues with the 25% reservation of seats for EWS and others in private schools. Some of the problems in this respect include discriminating behavior against parents and pupils' issues fitting in with a foreign socio-cultural milieu.

iv) Regarding the 'no detention' policy until class 8, a change to the Act in 2019 mandated regular yearly tests in grades 5 and 8. This amendment was enacted when several states protested that without regular tests, children's learning levels could not be appropriately assessed.

v) Multiple ASER reports demonstrate that there is no emphasis on learning quality, implying that the RTE Act is primarily input-oriented.

vi) A lack of teachers impacts the RTE-mandated pupil-teacher ratio, which in turn impairs teaching quality.

d) Sarva Shiksha Abhiyan (SSA)

The Government of India's flagship initiative, the Sarva Shiksha Abhiyan (SSA), aims to universalize basic education (Classes 1–8) within a set timeframe. It was started in 2001 under the Ministry of Education (then the Ministry of Human Resource Development) and complies with the Right to Education Act (RTE) 2009, which established the constitutional requirement that children aged 6 to 14 receive free and compulsory education. The goals of this program are Universal Access and retention, making certain that all children have access to education and complete their education through primary school, closing the gender and social Divide by encouraging fairness by emphasizing education for girls and children from underrepresented groups.

Strengths of SSA:

i) Focused on building schools and recruiting teachers.

ii) Emphasis on girl child education and marginalized communities.

iii) Decentralized planning to address local needs.

Limitations of SSA:

i) Inefficiencies in fund allocation and utilization

ii) Persistent issues of teacher absenteeism and lack of training.

iii) Limited emphasis on secondary education, creating a gap after elementary schooling

e) The Mid-Day Meal Scheme

The Government of India's flagship initiative, the Mid-Day Meal Scheme (MDMS), aims to improve school-age children's nutritional health. The important Aspects of the Scheme are to raise children's nutritional

status, increase attendance, retention, and enrollment in schools and by serving meals to kids from various neighborhoods together, you can advance social justice. Every child in Classes 1 through 8 enrolled in government, government-aided, and Education Guarantee Scheme schools are served meals under this scheme.

Strengths of Mid-Day Meal Scheme:

i) Improves children's learning capacity by addressing malnutrition.

ii) Encourages disadvantaged families to enroll their children in school.

iii) Promotes gender equality in schools

Limitations of Mid -Day Meal Scheme:

i) Poor quality of rations and lack of hygiene, causing health problems.

ii) Sometimes administrative lapses result in corruption or delays.

iii) Prioritization of attendance over learning outcomes.

3.5. Check your progress

Question 1. Discuss the strengths and limitations of Sarva Shiksha Abhiyan.

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

Question 2. Discuss various initiatives taken up by government to promote Universalisation of Education in India.

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

………………………………………………………………………………......................................

3.6. Let us sum up

In this unit we started with the importance of Education in an individual's life. Education is important for the growth and development of an individual's life. Considering the importance of Education, every government takes necessary initiatives from time to time. Within this unit, we discussed various approaches by the Government for attaining the target of Universalization in Education. Also, the strengths and limitations of these approaches have also been discussed in this lesson.

3.7. Keywords/Glossary

Universalization of Education: The goal of universalizing education is to ensure that everyone has access to it, irrespective of their socioeconomic status, cultural background, or geographic location. It places a strong emphasis on inclusivity and seeks to remove obstacles to education so that all children can receive at least a basic education.

Marginalized Communities: Marginalized communities are those who face systemic disadvantages and are excluded from mainstream social, economic, cultural, and political life. This exclusion is often caused by historical inequalities, discrimination, or socioeconomic disparities. Marginalized communities face numerous challenges, including limited access to education, healthcare, employment opportunities, and political representation.

ASER report: The ASER Report (Annual Status of Education Report) is a national survey conducted in India to assess the quality of education and learning outcomes for children in rural communities. The report is an important tool for policymakers, educators, and researchers to understand the country's educational landscape, particularly in terms of rural education and the challenges that marginalized communities face.

3.8. Self-Assessment Questions

1. **List out the factors that hinder the Universalization of Education in India.**

2. **Discuss the role of Kasturba Gandhi Balika Vidyalaya's in the upliftment of girls in the marginalized communities.**

3.9. Suggested Readings

Educause. (2020). Top 10 strategic technologies in higher education. Educause.https://educause.edu/2020-top-10-strategic-technologies

Est colleges. (2022, March 1). Is higher education a public or private good? Estcolleges.

OECD. (2020). The future of education and skills. https://www.oecd.org/education/the-future-of-education-and-skills/

Khan, M. S., & Sharma, A. (2012). The impact of District Primary Education Programme on enrollment and dropout rates in rural India. Journal of Educational Policy, 22(4), 33-47.

Ranjan. (2023). Digital divide in India's education: A sociological study. International Journal of Research in Economics and Social Sciences, 13(5).

UNESCO. (2015). Education 2030: Incheon declaration and framework for action. UNESCO.https:// unesdoc.unesco.org/ark:/48223/pf0000232205

United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. United Nations.https://sdgs.un.org/2030agenda

UNESCO. (2021). *ICT in education.* UNESCO.https://www.unesco.org/en/digital-learning/ict-education

World Economic Forum. (2021). *How technology is transforming education.* World Economic Forum.https:/ /www.weforum.org/agenda/2021/01/how-technology-is-transforming-education/

World Bank. (2018). *World development report 2018: Learning to realize education's promise.* World Bank.https://www.worldbank.org/en/publication/wdr2018

World Health Organization. (2014). *Education and health.* World Health Organization.

https://www.who.int/education/en/

LESSON 4

EDUCATION AND ECONOMY

Structure

4.1 Introduction

Also, as economies become more interconnected, the demand for education systems to adapt according to global standards and technologies also grow. The role of technology in imparting education at school and higher education and the effect and statistics of "digital divide" will be discussed within this chapter. The discussion on whether education is a public or private good will also be carried within this chapter.

4.2 Learning Objectives

After studying this lesson, you will be able to:

- describe how digital divide affects the growth of an individual.

- Discuss the role of technology in imparting education at school level and higher education

- debate whether Higher Education is a public or private good.

4.3. Digital Divide in The Society and in Educational Institutions

Unequal access to information and communication infrastructure and resources is a problem of territorial differentiation, including in the sphere of education. The process where the success of a person is dependent on his attitude or presence or absence computer and telecommunications revolution is called the "digital barrier" or "digital gap" or "Digital Divide". Digital inequality is a reflection of social and economic inequalities between countries, regions, groups of people. It is a Socio-economic phenomenon. The disparity between people who have access to digital information technology and those who do not refers to this issue

India is one of the nation's facing the issue of Digital Divide. It has been reported that India has a large digital divide, with considerable inequalities in internet use and access based on gender, rural/urban location, caste, and age. Men are more likely to own and utilize the internet and mobile phones, a well-documented phenomenon. Ranjan in his study at 2023 reported that there may be some discrepancies, urban males have a significant advantage over urban women, rural men, and rural women in terms of internet access and phone ownership. Similarly, rural women are continuously at a disadvantage. For example, whereas rural women own more phones than metropolitan women, they have less internet access. Nonetheless, women's access to mobile phones has improved between 2015-16 and 2019-21. The International Telecommunication Union's (ITU) World Telecommunication/ICT Indicators Database shows that just 43% of India's population has access to the Internet. According to the IAMAI-Kantar Report ICUBE 2020, just 42% of Indian women and 58% of Indian men utilize the internet. The 2019-21 National Family Health Survey ("NFHS") finds a much larger gender disparity in digital involvement. Women have accessed the internet at a rate of only 33.3%, compared to 57.1% for males.

Also, India's educational system has long been plagued with disparities based on socioeconomic position, caste, language, geography, developmental class (rural vs. urban), and gender, even though it is required by the Indian constitution and the subject of several Central and state programs. Sen and Basant (2014). Fair access to educational technologies must be guaranteed immediately, even as the Indian government works to implement Universal Primary Education (UPE). The disadvantaged segments of society and the wealthier strata are separated by a lack of access to high-quality education. Though government has put tremendous effort to universalize education, the new area of "Information and Communication Technology (ICT) Enabled Education" unintentionally increases the gap between the wealthy and the under privileged because a large section of population does not have access to education technology.

DIGITAL DIVIDE IN CONTEXT OF SCHOOLS:

In India, Online learning is a blessing, but it also highlighted the digital gap. Regretfully, digital education is now unavailable to all kids in India's public schools. Therefore, it would be a mistake to discount the importance of attending classes in person. Due to India's significant digital gap, not all students could access online education, despite the fact that it was regarded as a positive development during the shutdown.

A survey conducted by the Azim Premji Foundation found that 60% of Indian school-age children require access to digital learning resources. According to research by Oxfam India, fifty percent of urban parents whose kids attend private schools expressed dissatisfaction with sluggish or unreliable internet. A third of those surveyed expressed worry about the high price of mobile data. Due to financial issues, one-third of all families were forced to withdraw their only kid from school.

4.4. Use of Technology in The Spread of Education

Education is now more interactive, personalized, and accessible thanks to technology. Geographical boundaries are broken by online learning platforms and apps like Coursera, Khan Academy, and Zoom, which allow students to learn from anywhere. While virtual and augmented reality provide immersive experiences that improve comprehension, adaptive learning systems and gamified tools tailor lessons to each student's needs. Furthermore, offline resources and mobile learning aid in closing the digital divide by guaranteeing that education reaches underprivileged communities. Although there are still issues like digital literacy and infrastructure gaps, governments and institutions around the world are using technology to advance inclusive education. Technology has the potential to make high-quality education a reality for everyone with continued innovation.

4.4.1. Use of Technology in The Spread of Education at The School Level

Technology has become a powerful tool in spreading education at all education levels. It offers innovative ways to enhance learning, expand access, and foster global collaboration, overcoming barriers like geographical location, economic status, and physical disabilities. Also, it helps in improving the quality of education at both the secondary and postsecondary levels by changing traditional learning techniques into more dynamic, efficient, and accessible formats.

The introduction of technology into schools has altered the traditional classroom into a dynamic, participatory, and inclusive learning environment. Smartboards, tablets, learning apps, and virtual classrooms can help schools engage students in ways that accommodate to different learning styles and paces. Technology helps in improving the efficiency of learning at school level in the following ways:

i) **Access to Educational Content:** Technology allows students to access vast resources, including online textbooks, videos, and interactive platforms. Digital learning platforms such as Khan Academy, Coursera, and Edutopia provide high-quality content on various subjects, allowing students to learn at their own pace. This is especially crucial in remote or underserved areas where traditional educational materials might be scarce (UNESCO, 2021).

ii) **Interactive and Engaging Learning**: Tools like interactive whiteboards, educational apps, and virtual classrooms make learning more engaging and participatory. Gamification, through apps like Duolingo for language learning or Mathletics for mathematics, helps students enjoy the learning process while reinforcing key concepts. This shift towards more dynamic, student-centered learning

is supported by research on effective digital education strategies (OECD, 2020).

iii) **Inclusive Education:** Technology aids in catering to diverse learning needs, particularly for students with disabilities. Tools such as screen readers, voice-to-text software, and educational games designed for special needs ensure that all students can access education. This inclusive approach helps bridge the gap for students who might otherwise face difficulties in traditional classroom settings (World Economic Forum, 2021).

4.5.   Use of Technology in The Spread of Education at The Higher Education Level

Technology has become an essential component of higher education, transforming how knowledge is provided, accessed, and applied. With growing need for global connectivity, personalized learning, and skill-based education, technology offers tremendous tools to efficiently address the needs. In higher education, traditional teaching and learning methods are being transformed by technology, which includes online courses and virtual classrooms, improved research tools, and AI-powered personalized learning platforms. It provides students with access to a wealth of knowledge and resources while also breaking down geographical and economic boundaries. For educators, it provides novel ways to engage students, streamline administration, and contribute to meaningful research. In this digital age, technology serves as a link between academic knowledge and practical applications, preparing students to face real-world difficulties. The benefits of technology at the higher education level are as following:

i) **Online and Blended Learning:** Online courses and blended learning models have become a cornerstone of higher education. Universities around the world offer Massive Open Online Courses (MOOCs) via platforms like edX, Coursera, and Future Learn. These platforms provide access to high-quality courses from prestigious institutions, allowing students to learn from anywhere. This is particularly beneficial for non-traditional students, including working adults or those in remote locations, to further their education (Educause, 2020).

ii) **Collaboration and Global Learning:** Technology has enabled international collaboration among students and researchers. Virtual learning environments (VLEs) and communication tools like Zoom, Slack, and Microsoft Teams allow for seamless interaction, group work, and discussions across borders. This fosters a global learning community where students and faculty can share ideas, collaborate on research projects, and gain exposure to different perspectives (OECD, 2021).

iii) **Access to Research and Knowledge:** Digital libraries, academic databases, and research journals provide students and researchers with immediate access to the latest academic work, regardless of their location. Open-access journals and platforms like Google Scholar, JSTOR, and ResearchGate make academic research more widely accessible, helping to democratize knowledge and make it available to a broader audience (Nature, 2020).

iv) **Flexibility and Customization:** Technology in higher education also provides personalized learning experiences. Adaptive learning technologies, such as those used in platforms like Smart Sparrow and Knewton, adjust content delivery based on a student's learning pace and comprehension, ensuring that education is tailored to individual needs. This ability to personalize education has been shown to improve learning outcomes and student satisfaction (Educause, 2020).

4.6. Higher Education Not a Public Good

When asked whether or not higher education (HE) is a private or a public good, most people would initially say it is a public good. Not surprising, since education has always been provided in some form or another by the government to educate the people. HE is not different in that sense. It serves the public through teaching and research, thereby creating a well-educated workforce for a country's society as well as informed citizens. A country can benefit in many ways from a highly educated population. Examples being: increased tax revenues from higher salaries, greater productivity, less reliance on government financial assistance, improved ability to adapt to new technology, and increased consumption. Everyone benefits from a better society created by more educated people. Both our democracy and our economy are strengthened by college graduates. In addition to being more inclined to cast a ballot, they may also know more about current and historical concerns. Compared to those who did not attend college, college graduates have a greater employment rate. Over the course of their lives, they also make more money, which means they pay more taxes overall and use government assistance programs less frequently.

For a long time, higher education was regarded as a public good that would benefit society as a whole. However, viewpoints changed over the 20th century to support the idea that higher education is a personal gain. According to popular belief, higher education is more of a private benefit these days. Over time, this change in public opinion and policy has happened gradually. According to historian Thomas Adam, college education was almost free during the 19th century. Teachers, preachers, and other community leaders who worked for the public good were trained by colleges. As a result, universities either provided generous scholarships or no tuition. Investing in a person meant investing in the social fabric.But the business view see higher education as a private business linked with the personal benefits of people that want to be educated. Alongside public benefits are private benefits that may come with HE such as higher salaries, sustained employment, and an overall improved quality of life As long as the benefit is personal and the subsidy of this personal education must be made by private money not by public money. According to Schoenenberger, "The existence of private benefits, supports the view that education is a private responsibility. Critics argue that higher education is not a public good because it does not align with the characteristics of pure public goods like clean air or national defense. Public goods are typically non-excludable (everyone can access them regardless of payment) and non-rivalrous (one person's use does not diminish another's). Higher education, however, can be both excludable and rivalrous: universities charge tuition, limiting access, and resources like classroom seats and faculty time are finite. Moreover, critics contend that higher education

primarily benefits individuals rather than society as a whole. Degree holders typically enjoy higher incomes and better career prospects, suggesting that the returns are private rather than collective. While there are societal benefits—such as a more informed electorate and economic innovation—these are often indirect compared to the personal gains.

The inequity in access to higher education further undermines its classification as a public good. Economic and social barriers often prevent marginalized communities from participating fully, making the system less universally beneficial. Additionally, the increasing privatization and commercialization of higher education, with institutions prioritizing revenue from tuition fees and international students, shifts the focus from serving public interests to catering to market demands. However, after taking a second look, the assumption that HE is solely a public good might become less and less accurate, thereby proving education is not a public good.

4.7. Check your progress

Question 1.   Discuss the role of technology in the spread of education at higher education level.

………………………………………………………………………….....................................
………………………………………………………………………….....................................
………………………………………………………………………….....................................
………………………………………………………………………….....................................

Question 2. Debate whether Higher Education is a public or private good.

………………………………………………………………………….....................................
………………………………………………………………………….....................................
………………………………………………………………………….....................................
………………………………………………………………………….....................................

Question 3. Highlight how Digital Divide helps in widening the gap between the rich and poor in the society.

………………………………………………………………………….....................................
………………………………………………………………………….....................................
………………………………………………………………………….....................................
………………………………………………………………………….....................................

4.8. Let us sum up

In this unit we started with the importance of Education in an individual's life. Education is important for the growth and development of an individual's life. Considering the importance of Education, every government takes necessary initiatives from time to time. To facilitate the learning of population and achieving global standards, the government promotes the usage of technology at school and in the higher education level. But sometimes due to inequalities within the population, the benefits of technology does not reaches equally within all the sectors of population creating a situation of haves and have nots.At the end of this chapter, a discussion on whether higher education is a public or private good is taken up.

4.9. Keywords/Glossary

Marginalized Communities: Marginalized communities are those who face systemic disadvantages and are excluded from mainstream social, economic, cultural, and political life. This exclusion is often caused by historical inequalities, discrimination, or socioeconomic disparities. Marginalized communities face numerous challenges, including limited access to education, healthcare, employment opportunities, and political representation.

ASER report: The ASER Report (Annual Status of Education Report) is a national survey conducted in India to assess the quality of education and learning outcomes for children in rural communities. The report is an important tool for policymakers, educators, and researchers to understand the country's educational landscape, particularly in terms of rural education and the challenges that marginalized communities face.

Blended Learning: Blended Learning is an educational approach that combines traditional face-to-face instruction and online learning.

Digital Divide: The Digital Divide is the gap between people, communities, or countries who have access to modern information and communication technologies (ICTs) and those who don't. This divide is especially evident in terms of internet access, devices like computers and smartphones, and digital literacy.

Public Good: The term "public good" refers to a good or service that is not exclusive or competitive. This means that it is available to everyone, and one person's use of the good does not limit its availability to others.

Private Good: Private goods are those that are both exclusive and competitive. This means that access to these goods can be limited (excludable), and one person's consumption of a good reduces its availability to others (rivalrous).

4.10. Self-Assessment Questions

1. **Do you believe that higher education can have both public and private positive aspects? Provide examples to back up your claim.**

2. **In the Section 2.5, you have studied the concept of Digital Divide, list up the additional factors that hinder the successful implementation of Digital Initiatives throughout the country.**

4.11. Suggested Readings

Educause. (2020). Top 10 strategic technologies in higher education. Educause.https://educause.edu/2020-top-10-strategic-technologies

Est colleges. (2022, March 1). Is higher education a public or private good? Estcolleges.

OECD. (2020). The future of education and skills. https://www.oecd.org/education/the-future-of-education-and-skills/

Khan, M. S., & Sharma, A. (2012). The impact of District Primary Education Programme on enrollment and dropout rates in rural India. Journal of Educational Policy, 22(4), 33-47.

Ranjan. (2023). Digital divide in India's education: A sociological study. International Journal of Research in Economics and Social Sciences, 13(5).

LESSON 5

DIVERSITY IN CLASSROOMS

Structure

5.1 Introduction

India is one of the most diverse nations on the earth with a wide variety of cultures, languages, religions, and customs. Since young children's minds are still developing, educating them about diversity early on can lead to more accepting and courteous social interactions. In this chapter, we will discuss the nature of diversities occurring in the classroom and the steps taken by Government in embracing different diversities in terms of caste, religion, socio-economic status and disability. Within this chapter the benefits and limitations of using foreign languages in the classroom will be debated. Also, light will be thrown upon the challenges of being a internally displaced student and students living on the international borders will be discussed..

5.2 Learning Objectives

After studying this lesson, you will be able to:

i) Understand the diversities of the language

ii) Compare the strengths and limitations of using foreign language at school and higher education level

iii) Discuss the disadvantages faced by students living on international borders

iv) Discuss the disadvantages of being an internally displaced student

v) Explain the role of international bodies in supporting the cause of education in developing countries.

5.3 The Diversities of The Language

Language refers to the ability to understand and generate spoken and written words. Language acquisition refers to the process by which individuals develop the ability to perceive and comprehend language. It is something that people start from birth. People acquire additional languages over time for a variety of reasons, including their social position.

Monolingualism refers to a person's capacity to speak just one language. Bilingualism refers to the capacity to converse in two or more languages. Here the learner learns language other than his native language. The first language is usually a native language whereas the second language is acquired or learnt foreign language. (Jean-Mark,2015)

Multilingualism entails the capacity to speak three or more languages. These abilities are commonly seen worldwide, particularly in areas with a mixed population. When two languages are taught from birth, bilingualism can develop concurrently; when a second language is learned later, it can develop sequentially.

Globally, multilingualism is considerably more prevalent, especially in nations where several languages are spoken, like India or Switzerland. The cognitive benefits of bilingualism and multilingualism include enhanced memory, enhanced problem-solving abilities, and a delayed onset of neurodegenerative disorders. Additionally, they increase social ties, cultivate cultural awareness, and improve employment opportunities in international marketplaces.

Some of the issues like social prejudices, language barriers, and the difficulty of multilingual teaching occur with the multiple languages. Despite these limitations, encouraging bilingual and multilingual education, particularly through mother tongue-based instruction, can considerably benefit individual and social development.

5.4. Use of Foreign Language in The Classroom

According to Bialstok (2000), the use of foreign languages in the educational institutions helps to develop communication skills, prepares the students for international oppurtunities. Kramsch (1993) advocated that

learning of foreign languages help to broaden cultural horizons and help them to think or engage in different perspectives. Swain and Lapkin (2000) proposed that the use of foreign languages or being multilingual in classrooms help to improve their cognitive flexibility and problem-solving abilities. Also, in areas where English is not a primary language ,its use as a foreign language prepares students to access global knowledge and resources.

5.4.1. The Importance of Using Foreign Language in School

Learning other languages in school has always been beneficial since it not only teaches linguistic abilities but also allows kids to explore and learn about other cultures and lifestyles. knowing a foreign language involves knowing how to properly interact and connect with others. This extremely crucial communication ability can only be developed by connecting with others, which will benefit students in their professions and lives.

5.4.2. Strengths and Limitations of Using Foreign Languages in the Classroom

1. **Cognitive Benefits**: According to research by Bialystok in 2001, learning of new languages at early age develops cognitive abilities and provides cognitive benefits like multi-tasking and problem solving.

2. **Cultural Awareness and Global Competence**: Byram (2008) supports that learning a foreign language prepares an individual for value variety and access to the knowledge about various cultures, thereby increasing social awareness. It helps to develop the necessary abilities required for competing at global level .

3. **Enhanced Career Opportunities**: Byram (2008) supports foreign language education as it develops the abilities of an individual to compete at a global level thereby widening the horizon for career oppurtunities.

4. **Improved Academic Performance**: Thomas (2011) advocated that people who learn foreign language perform better in related areas. For example, learning English helps to learn similar subjects such as Science, Mathematics and other subjects.

Limitations of Using Foreign Languages in the Classroom

1. **Challenges in Comprehension and Retention**: Snow (2010) argued that understanding and retaining the components of a language are difficult when it is not utilized outside the classroom. When a language is not applied in real-world situations, children fail to remember vocabulary and grammar. This can lead to disengagement and loss of interest

2. **Resource and Teacher Shortages**: Christison (2018) proposed that lack of infrastructural facilities, resources and lack of qualified teachers restrict the efficiency of learning of foreign language teaching

3. **Overemphasis on Grammar and Vocabulary**: According to Savignon (2002), suggest that traditional language learning approaches focus heavily on grammar and vocabulary, which can lose the spirit of creative process of language and make it as mechanical process. Further, lack of drill and practice can discourage students and they engage in linguistic rules rather than learning a language.

4. **Language Barriers in Multilingual Classrooms**: According to Cummins (2000), the use of foreign languages in diverse classrooms might provide extra challenges for people who are already in their primary instruction stage .For example learning of foreign language by a student whose first language is difficult as he/she has to make double efforts in learning the syntax of both the languages.

5.5. Teaching Diversity in The Classroom

India has been regarded as the world's largest and most diverse society. There are many different languages spoken and scripts used in India. Buddhism, Christianity, Hinduism, Islam, Sikhism, and Zoroastrianism are the main religions that coexist in India. With a wide range of castes, tribes, communities, faiths, dialects, customs, and lifestyles, India is the most complicated and fully diversified nation in the world. Furthermore, the first stanza of the National Anthem, which lists the names of many geographical areas, ethnic groups, and cultural traditions, similarly highlights diversity. (IGNOU)

Children frequently show an innate interest in the cuisine, sports, art, clothing, children's books, games, toys, and dances of other countries As the minds of little children are blank slates, teaching them about diversity at a young age can result in more inclusive and polite interactions with others in addition to developing empathy and understanding for individuals, thereby building tolerant citizens of the nation. This openness and enthusiasm for learning about and from people who are different must be fostered by educators. Children who are taught to value and assist members of other groups can become powerful leaders in inclusive and varied communities. The different types of the diversities existing within the classroom are:

a) Diversity based on Caste:

A system of social interactions is called caste. It is a significant aspect of Indian civilization based on endogamy, hierarchy, occupational affiliation, purity and pollution, and inscriptive status. Despite its ideological motivations in Hinduism's Vama plan, caste is a widespread and intricate phenomenon that continues to be influential today, it has given Indian society a social foundation and internal structure, occasionally bridging religious divides. Religion has always supported the social structure that resulted from the division of labor. The caste system has been evolving as a result of practical truths. Several castes, commonly referred to as Jatis, have replaced the four-fold varnas.

The caste system has become somewhat rigid due to its inscriptive status, which is founded on birth. But even though caste ranking is inscriptive, the caste system has never been static. A testament to the caste

system's diversity, divergence, and evolution is the existence of thousands of subcastes, clans, and subclans within a single caste. Several social scientists have also examined the Indian caste structure from a class perspective. The caste system has endured as a social structure, philosophy, and set of activities in spite of change and transformation; Issues with economic, political, and social dominance and privileges, as well as subjection and hardship, are inherited by the caste system; The Scheduled Castes (SC) and Other Backward Castes (OBC) are the two main castes that are protected by special provisions in the Indian Constitution.

The affirmative actions by government such as the reservation policies for Scheduled Caste, Scheduled Tribes and Other Backward Classes (OBC's)in education, employment and political representation are used to promote caste diversity in India. Programs such as the Dalit Entrepneurs Promotion Schemes and Scholarships for SC/ST students are essential steps taken by Government to remove discrimination against caste discrimination. The Government's decision to promote equality and unity while promoting diversities is reflected in these actions.

b) Diversity based on Religion:

Diversity based on Religion refers to the acceptance, respect and inclusion of people with various beliefs, practices and religions in the society. This type of diversity recognizes that religion is an important part of people's identities and helps to shape their ethics, conduct and worldwide view. It stresses on recognizing and embracing different traditions, beliefs and promoting culture of mutual tolerance. Diversity based on Religion focuses that no religion is predominant or privileged over other religion and all the people regardless of their faith must get equal rights and equal educational oppurtunities. When we accept diversity, we must promote open mindedness and promote discussion among different religious groups and must eliminate different prejudices, biases and stereotypes caused by religious differences.

The Prime Minister 15 Point Programme for the Welfare of Minorities support the religious minorities by providing them with work, housing and educational oppurtunities. The protection of Religious Minorities Programs is also supported by Programs like Haj Subsidy which supports the educational empowerment of minorities. The Rights are also protected by National Commission of Minorities which safeguards the rights of Minorities.

c) Diversity based on Socio-Economic Status:

Income and access to resources are a common component of Socio-Economic Status. Diversity based on Socio-Economic Status means recognizing and including people from various economic backgrounds in various educational, social and professional contexts. People from varied backgrounds find it difficult to acess similar educational oppurtunities due to differences in power, privileges access to oppurtunities which further strengthens the argument that people from varied economic backgrounds must be provided with equal educational oppurtunities to remove inequalities and improve their social mobility.

The recognition of diversity based on Socio-Economic Status means recognizing the obstacles that people from low income or disadvantaged backgrounds face such as restricted acess to quality education. This can be accomplished by making policies that addresses gaps such as providing scholarships, providing affordable housing or health care services. In order to ensure inclusion and equality, the Indian government has launched a number of initiatives to address the diversity in Socio-Economic Status, Religion and Caste. Programmes like Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and National Rural Livelihood Mission (NRLM) offer financial assistance and job oppurtunities to improve the lives of people from different Socio-Economic backgrounds. Various scholarships like Stand-Up India program and the Pre-Matric and Post Matric Scholarships for minorities empower people from economically disadvantaged groups and underprivileged communities for education and skill development. In 2019, the Indian government established a 10% quota in government employment and educational institutions for the Economically Weak Section of the general population. This distribution goes over and above the 50% quota already in existence for SC, ST, and OBC categories, guaranteeing that the latter stay unaffected.

d) Diversity based on Disability:

Diversity based on disability means inclusion of people with disabilities in educational, social and professional platforms while recognizing individual differences and equal participation of all individuals. Disability diversity highlights the need of recognizing and appreciating talents, needs and views of people who have physical, sensory and mental health issues. This strategy promotes inclusion, break down barriers and creating an equitable society by creating a society where all the individuals fully participate in all the aspects of life, including work, education and society.

To guarantee the participation of Divyangs (people with disabilities) in receiving equitable Government has started a number of programs. In India, schools are required to follow Rights of Persons with Disabilities (2016) wherein they are required to follow inclusive teaching methods and make required adjustments for students with disabilities. To access barrier free environment, appropriate infrastructure such as elevators, restrooms and ramps are built. Also, resource teachers are used in inclusive classrooms to help Divyang students in promoting learning. Specialized teaching tools such as printing large print books, talking tools, Braille textbooks are developed for meeting the educational needs of Blind students and hard of hearing. Also, scholarships at pre-matric and post-matric levels are available for providing financial support to these children. Pré-Matric and Post-Matric scholarships are available to lower financial barriers and support Divyang's education.

To assist these students and to support their academic and development objectives, Samagra Shiksha Abhiyan, incorporates teachers must be provided with training to meet the needs of these children and implement Individualized educational plans. The access to educational technology to support their needs such as speech to text tools, hearing aids, magnifiers or purchase and fitting of tools are guaranteed through this act. The National Education Policy, 2020 also emphasizes providing same oppurtunities to CWSN as other children.

5.6. Disadvantages of The Students Living on The International Borders:

Due to the differences in the political ideas, socio-economic status and physical characteristics of these areas, students face different problems and possibilities. These areas are usually economically underdeveloped, lack adequate infrastructure and face security concerns. Violence, exposure to wars and legal barriers contribute to psychological stress among students. Students in these regions often have disadvantages over students living in central areas. Students who live near international borders face the following educational disadvantages owing to the combination of geographical, socioeconomic, and political variables

1. **Security and Conflict Disruptions**: **The tensions in the cross**-border areas and military activities produce instability leading to the frequent closing of schools or restricted access. This forces students to stop or relocate their studies.

2. **Economic Underdevelopment:** People living near the borders are often economically marginalized and struggle to pay their student's fee and students have additional workload of contributing economically to the families which pay hurdles in their way of education.

3. **Limited Infrastructure**: **The basic infrastructural facilities such as laboratories, libraries are lacking in these areas due to lack of funds.** Also lack of internet and transportation access hinders the use of contemporary teaching methods.

4. **Cultural and Language Barriers**: The multilingual nature at borders creates communication gap especially if the medium of instructions is in foreign language.

5. **Psychological Stress**: Due to violence and tensions in these areas, students often experience anxiety and trauma which has a significant effect on their academic performance.

6. **Cross-Border Educational Problems**: Students moving to other areas to pursue higher education may face legal issues, adjustment issues affecting their wellbeing.

7. **Inadequate infrastructure:** These areas lack basic facilities like poor roads, lack of electricity and temporary internet shutdowns affecting education.

8. **Educational Disruption:** Students in war prone areas face problems like educational disruption and temporary closure of schools.

However, these disadvantages can be mitigated by encouraging infrastructural development and improving existing amenities that can be supported by governments and non-governmental organizations. Furthermore, reciprocal agreements between neighboring countries might make it easier for students who travel across borders to obtain an education. The usage of e-learning platforms, learning platforms, and online education can help overcome logistical and physical barriers to learning. The specific obstacles that students in border regions confront can be addressed by addressing them via tailored policy and international engagement.

5.7. Disadvantages of Being Internally Displaced Children:

Children who have been compelled to leave their homes or places of residence because of conflict, violence, natural disasters, or other crises, but still inside their own nation's borders are known as Internally displaced children. Children who are internally displaced are displaced within their own nation, as opposed to refugees who travel across international borders. There is thus huge variation in estimates of the numbers of IDPs in India. The latest World Refugee Survey put the total number of IDPs in India as 507,000; the Indian Social Institute in Delhi places it at 21.3 million (mainly development-induced displacement); and the Global DIP Project places it at 3.9 million (conflict-induced internal displacement. The majority of cases in which people have been forced to flee their homes are the consequence of government pursuit of political goals and development objectives. Development-induced displacement has overwhelmingly dominated the IDP scenario in India. In India, there are four broad categories of displacement.

a) Political causes, including secessionist movements

b) Identity-based autonomy movements

c) Localized violence

d) Environmental and development-induced displacement

The other reasons involved for Internal Displacements are: Development projects, Natural disaster-induced displacement and Institutional responses. Close to 20 million of the people internally displaced by conflict and violence are children. The Internal Displacement Monitoring Centre (IDMC) estimates that about 17.4 million children aged 5-17 were internally displaced worldwide due to conflict, violence and disasters at the end of 2021. Investing in internally displaced children and upholding their rights is critical to prevent, respond to and drive forward solutions to internal displacement. Internally displaced people (IDPs) face many challenges, including:

1. **Inadequate educational quality**: Internally Displaced Children living in camps or host communities face shortage of learning resources, proper infrastructure, affect the quality of learning in camps or host communities. Additional factors like Conflicts, geographical barriers and resource shortage make it difficult for Internally displaced Children to attend school

2. **Academic Delays**: The IDPs with inconsistent schooling have learning gaps and academic delays, making it difficult to reintegrate in formal education systems. A report by UNCHR IN 2019 Showed that internally displaced children are 2.5 times more likely to be absent from schools rather than their peers leading to a deficit education.

3. **Emotional and Psychosocial Difficulties:** Internally Displaced Students face emotional and psychological challenges due to violence, family issues or instability. According to the World Bank report in 2017, displacement led trauma led to cognitive and behavioral difficulties leading to reduced focus, engagement and academic achievement.

4. **Economic constraints**: These Internally Displaced Children face economic challenges like lack of money for paying tuition fee, uniforms and transportation. According to the report by Internal Displacement Monitoring Centre (2021), these families are economically marginalized and in order to support their families they have to participate in child labour, due to which they have restricted educational oppurtunities.

5. **Gender Disparities:** Girls who have been displaced are especially susceptible to domestic duties, early marriages, and gender-based violence, all of which keep them from going to school.

This makes the gender gap in education that already exists worse. According to Plan International (2018), because cultural and economic pressures frequently give priority to boys' education, displacement has a disproportionately negative impact on girls' education.

5.8. Check your progress

Question 1. Discuss the educational disadvantages faced by students living on the international borders.

………………………………………………………………………….....................................

………………………………………………………………………….....................................

………………………………………………………………………….....................................

………………………………………………………………………….....................................

Question 2. Discuss the advantages and disadvantages of using foreign languages in the classroom.

………………………………………………………………………….....................................

………………………………………………………………………….....................................

………………………………………………………………………….....................................

………………………………………………………………………….....................................

Question 3. Enlist different types of diversities existing within a classroom and suggest different measures to support the same.

………………………………………………………………………….....................................

………………………………………………………………………….....................................

………………………………………………………………………….....................................

………………………………………………………………………….....................................

5.9. Let us sum up

India is a vast country with a wide range of diversities. The diversities vary from language, caste, creed, religion, socio-economic status. In this chapter, we learnt about the diversities existing within the classroom in terms of caste,socio-economic status ,disability and religion. Additionally, we as the world now becoming a globalized village, it is necessary we learn about different cultures, languages. In this chapter we shall learn about the strengths and limitations on the use of foreign languages in the classroom and higher education. Also, the disadvantages of being a student living on international borders and challenges of being an internally displaced student will also be discussed within this chapter.

5.10. Keywords/Glossary

Diversity: Diversity refers to the differences that exist between people, objects, organisms, and systems.

Sustainable Development Goals: A set of 17 global goals adopted by UN in 2015 as part of the 2030 Agenda for Sustainable Development. They seek to address major global issues such as poverty, inequality, climate change, and environmental degradation while encouraging peace and justice.

Foreign Language: A language that is not native to a person or a language that is not spoken in a person's surroundings.

Inscriptive Status: It refers to a person's social status usually assigned at the time of birth. Example: Caste, Family Heritage and Ethnicity.

Poverty Reduction and Growth Trust:

It is an initiative by International Monetary Fund to provide financial assistance to low developing countries at below market interest rates. It assists in achieving macroeconomic stability, reduction of poverty and long-term economic growth.

Global Education First Initiative: This initiative was launched in September 2012 by United Nations Security General, putting Education on the top of Global agenda to promote quality and inclusiveness.

5.11. Self-Assessment Questions

1. **Suppose you are a part of process of policymaking in your country. Discuss what inputs you will give to:**
   a) **improve the educational status of your country.**
   b) **use funds from international organizations for better position of education in your country.**

2. **Discuss the challenges you have faced when your lessons are delivered in a foreign language.**

3. **You have studied about the nature of diversities in Section 3.4,in addition to caste, religion ,disability and Socio-Economic Status, find out about the additional diversities which can be found in a classroom.**

5.12. Suggested Readings

Bialystok, E. (2001). Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press.

Byram, M. (2008). From Foreign Language Education to Education for Intercultural Citizenship. Multilingual Matters.

Christison, M. (2018). Language Teaching and Learning in Multilingual Classrooms. Cambridge University Press.

Cummins, J. (2000). Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters.

Diego and Tijuana. (2021). A transborder education. World. https://wng.org/articles/a-transborder-education-162131624

Education Cannot Wait (ECW). (n.d.). Global fund for education in emergencies. https://www.educationcannotwait.org

Global Education Monitoring Report (2023). Retrieved from gemreport.org

Global Partnership for Education (GPE). (n.d.). Education financing. https://www.globalpartnership.org/funding

UNHCR. (n.d.). Who we protect: Internally displaced people. United Nations High Commissioner for Refugees. https://www.unhcr.org/about-unhcr/who-we-protect/internally-displaced-people

Snow, C. (2010). Academic Language and the Challenge of Reading for Learning About Science. Science, 328(5977), 450-452.

ScienceDirect. (2021). Article on internal displacement. ScienceDirect.https://www.sciencedirect.com/science/article/pii/S2666623521000386

Swain, M., & Lapkin, S. (2001). Talking it through: Two minds are better than one.

Thomas, M. (2011). The Role of Foreign Language Learning in Improving Academic Performance. Journal of Language Teaching, 18(3), 209-221.

Wong, R. (2019). The Economic and Employment Benefits of Learning a Foreign Language. International Journal of Business and Social Science, 8(7), 142-147.

ODI. (n.d.). Shining a light on human rights challenges for IDPs. Overseas Development Institute. https://odi.org/en/insights/shining-light-human-rights-challenges-idps/

LESSON 6

ROLE OF INTERNATIONAL AGENCIES IN SUPPORTING THE CAUSE OF EDUCATION IN LOW DEVELOPING COUNTRIES

Structure

6.1. Introduction

6.2. Learning Objectives

6.3. Role of International Bodies in supporting the cause of education in low developing countries

   a) UNESCO

   b) UNO

   c) World Bank

   d) IMF

6.4. Check your Progress

6.5. Let us sum up

6.6. Keywords/Glossary

6.7. Self-Assessment Questions

6.8. Suggested Readings

6.1. Introduction

Education is a fundamental human right and a key factor in bringing out social and economic development. However, many developing countries face significant challenges in providing quality education due to numerous factors like poverty, political instability and lack of infrastructure. To address these challenges, international agencies play a crucial role in supporting educational initiatives worldwide. International agencies play an important role in ensuring quality, inclusive and equitable education in the low developing countries. They ensure quality infrastructure, quality and accessibility, thereby promoting sustainable development. In this lesson, we will discuss the role of certain international agencies in supporting the cause of education in the low developing countries.

6.2. Learning Objectives

After studying this lesson, you will be able to:

   i) Explain the role of international bodies in supporting the cause of education in developing countries.

      a) UNESCO

      b) UNO

      c) World Bank

      d) IMF

6.3. Role of International Agencies in Supporting The Cause of Education in The Low Developing Countries

With countries all over the world, making efforts to expand and increase the enrollment of children in primary and secondary schools, achieving Universalisation of Education was one of the achievements of the 20th century. By the end of 2000s, millions of people were not in school and those who have attended dropped off early or attended infrequently or learnt a little during their stay there. (UNESCO,2014). To support the cause of education in the low developing countries, the following organizations played an important role:

a) **World Bank**

The World Bank plays an important role in advocating the cause of Education in developing countries. The funds by World Bank are used to decrease poverty, promote economic growth and improve societal output. According to a report by World Bank (2024), the World Bank provides loans, grants and technical support to improve quality and access to education. It helps to promote children from vulnerable and marginalized areas such as girls and children in crisis zones,

World Bank helps in supporting the cause of education in developing countries in the following manner:

   i) Development of Infrastructure: It provides funds for development of infrastructure to construct schools in rural and undeserved areas. Additionally, it provides funds for technology integration such as development of Computer Labs and digital learning tools. It helps to develop facilities such as water, sanitation and hygiene in schools to improve attendance,

   ii) Teacher Training and Development: The funds provided by World Bank helps to provide resources for developing teacher training programs to improving teaching quality. It also supports recruitment of qualified teachers in areas with acute teacher shortages.

   iii) Promoting Equity in Education: According to World Bank Report (2024),in conflict zones, World Bank helps to promote education of girls and children with disabilities. The barriers to girl child

education are mitigated by funding scholarships.

iv) **Policy guidance and research:** It provides governments with evidence-based policy recommendations on how to improve education systems. It conducts research on educational equality, learning outcomes, and intervention efficacy. It encourages curriculum change, teacher management, and education funding. (World Bank,2024)

v) **Promotion of Technology in the Classroom:** According to a report by World Bank in 2020, during issues like COVID-19 and in remote areas, World Bank helps to encourage the access by inexpensive technologies like e-learning and Distance Learning

vi) **Early Childhood Care Education**:

According to a report by World Bank in 2024, World Bank encourages early learning initiatives through Early Childhood Development Fund. These initiatives are combined with early childhood nutrition and health services.

b) International Monetary Fund:

Another organization, International Monetary Fund (IMF), though not directly concerned with education, supports educational initiatives in developing countries. The efforts help to promote long term investments in education. Though IMF does not provide direct funding to the nations, it advocates macro-economic policies, equitable public spending, development of environment that promotes financial stability and encouraging fiscal policies that place a high priority on education. It promotes education in the developing countries in the following ways:

i) IMF offers financial support in order to stabilize economies so that governments can spend on vital areas like education. Due to IMF's programs like Poverty Reduction and Growth Trust (PRGT), even in times of hardships, low-income countries can spend on their education due to interest free or low-interest loans.

ii) IMF lobbies for spending on higher education and promotes investments in schools, teacher training and learning materials. The IMF provides policy advices and technical support to nations to prioritize education in their budgets.

iii) To address education related issues, IMF collaborates with other institutions such as UNICEF, World Bank and regional development banks. Its initiatives assure encouraging Sustainable Development Goal 4(SDG 4), which ensures inclusive and quality education for all.

iv) The IMF creates necessary conditions for achieving Universalization of Education by fostering educational growth and financial stability. IMF encourages countries to link fiscal reforms with investments in education through its Staff monitored Programs to achieve the goal 4 and making the IMF's programs viable. (IMF,2024)

c) UNESCO

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) plays a crucial role in assisting with education in developing nations by advocating high quality, equitable and inclusive education for all. The initiatives by UNESCO focus on lowering educational gaps and expanding learning oppurtunities for marginalized communities. The initiatives by UNESCO support global education development goals such as Sustainable Development Goal 4 through funding, assistance for developing technology and policy recommendations. (UNESCO,2022) Programs such as Global Education Monitoring Report provide inputs regarding the data-driven insights and policy recommendations to improve educational systems. UNESCO helps to promote policies, curriculum and teacher training programs to support the local needs in developing countries

Also, it promotes Universalization of Education by promoting primary and secondary education of marginalized group communities, including girls by providing funds. UNESCO promotes literacy initiatives through its initiatives such as Global Alliance for Literacy and Capacity Development for Education (CapED)which focuses on equipping basic skills within communities. UNESCO also ensures that children in crisis receive educational oppurtunities by working with partners to establish Education in emergencies and conflict zones.

UNESCO also promotes the use of technology in Education by partnerships with technology organizations and Mobile Learning Week to provide innovative and digital learning solutions.it also mobilizes the resources to address the challenges by partnerships with government,non -governmental and international organizations.

It advocates for increasing the investment in education globally so that countries help in building inclusive and high-quality institutions. These efforts help to reduce inequalities, encourage socio-economic development, breaking the cycle of poverty in developing countries. (UNESCO,2023)

d) United Nations Organization (UNO)

The United Nations is a critical organization to support the cause of education in the developing countries. The policies of United Nations help to encourage inclusion, tackle structural issues and mobilize global resources. The activities of United Nations align with SDG 4 by developing partnerships through its specialized agencies. United Nations promotes Education as a basic human right and ensures that education becomes a powerful instrument for eradicating poverty thereby promoting sustainable development. United Nations initiatives such as Global Education First Initiative (GEFI), stresses on making education as a cornerstone for achieving global peace

UNO works with other international organizations and partners such as Global Partnership for Education in the developing countries for mobilizing financial resources. UNICEF promotes the education of underprivileged children in conflict areas and developing countries. The principal UN agency UNESCO, focuses on education of children and provides technical assistance, funding and policy guidance to improve access to education in developing countries.

The United Nations Organization encourages the use of technology in developing nations by providing digital tools and resources to address educational inequalities in underrepresented groups. Another fund launched by UN is Education Cannot Wait (ECW)that focuses on providing education in countries that are experiencing emergencies or protracted crisis. Further, United Nations help to support Education in developing countries by providing technical support with planning, monitoring and assessment.

6.4. Check your Progress

Question 1. Discuss the role of World Bank in supporting the cause of education in low developing countries.

……………………………………………………………………….....................................

……………………………………………………………………….....................................

……………………………………………………………………….....................................

……………………………………………………………………….....................................

Question 2. Explain how UNO collaborates with other international agencies to support education in developing countries.

……………………………………………………………………….....................................

……………………………………………………………………….....................................

……………………………………………………………………….....................................

……………………………………………………………………….....................................

6.5. Let us sum up

Education being a fundamental right of child is not accessible by everyone equally. However certain international Organizations such as **UNESCO, UNICEF, the World Bank, and the IMF** work alongside governments in the low developing countries to improve access to education, enhance teaching standards, and provide financial and technical support. These agencies focus on areas such as literacy, gender equality in education, digital learning, and education in crisis-affected regions. In this lesson, we got a synoptic glance of how international bodies are supporting the cause of Education in low developing countries.

6.6. Keywords/Glossary

Sustainable Development Goals: A set of 17 global goals adopted by UN in 2015 as part of the 2030 Agenda for Sustainable Development. They seek to address major global issues such as poverty, inequality, climate change, and environmental degradation while encouraging peace and justice.

Poverty Reduction and Growth Trust:

It is an initiative by International Monetary Fund to provide financial assistance to low developing countries at below market interest rates. It assists in achieving macroeconomic stability, reduction of poverty and long-term economic growth.

Global Education First Initiative: This initiative was launched in September 2012 by United Nations Security General, putting Education on the top of Global agenda to promote quality and inclusiveness.

6.7. Self-Assessment Questions

1. **Prepare a list of the factors that hinder the growth and development of Education in low developing countries.**

2. **List out the functions of United Nations Organization in supporting the cause of Education in developing countries.**

6.8. Suggested Readings

International Monetary Fund. (n.d.). Rwanda: Advancing economic development through public financial management.

International Monetary Fund. (n.d.). Poverty Reduction and Growth Trust (PRGT). Retrieved December 15, 2024, from https://www.imf.org/en/About/Factsheets/Sheets/2022/Poverty-Reduction-and-Growth-Trust

International Monetary Fund. (2024.). Poverty reduction and education collaboration.

UNESCO (2022). Education for Sustainable Development. Retrieved from unesco.org

UNESCO CapED Programme: Building capacities for education systems. Retrieved from unesco.org

UNESCO Global Alliance for Literacy. Retrieved from unesco.org

UNESCO Mobile Learning Week (2022). Retrieved from unesco.org United Nations (UN). (2020). Global Education First Initiative (GEFI). https://www.globaleducationfirst.org

UNESCO (2023). Financing Education: The Key to Achieving SDG 4. Retrieved from unesco.org

United Nations (UN). (2015). Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. https://sdgs.un.org/goals/goal4

United Nations (UN). (2015). The 2030 Agenda for Sustainable Development. https://sdgs.un.org/2030agenda

LESSON 7

ECCE, SECONDARY EDUCATION AND HIGHER EDUCATION IN INDIA, USA, UK AND CHINA

Structure

7.1 Introduction

7.2 Learning Objectives

7.3 Early Childhood Care and Education in India, USA, UK and China

7.4 Secondary Education in India, USA, UK and China

7.5 Higher Education in India, USA, UK and China

7.6 Check Your Progress

7.7 Let us Sum Up

7.8 Keywords/Glossary

7.9 Self-Assessment Questions

7.10 Suggested Readings

7.1 Introduction

Education is an essential component of human growth, which encompasses the methodical process of enabling learning, as well as the acquisition of information, skills, values, and attitudes. There are several stages of education that are included in its framework, including elementary, secondary, and higher education. Foundational skills, critical thinking, and social development are the key foci of education at the elementary and secondary levels. This is accomplished via the implementation of a structured curriculum and repeated evaluations. Individuals are better prepared for professional occupations and contribute to the advancement of society when they get higher education, which is provided by universities and colleges. This type of education offers specialized knowledge and chances for advanced research work. In many cases, the educational system is comprised of a mix of public and private schools, regulatory agencies that are responsible for ensuring quality and standards, and a variety of support services that are designed to meet the varied

requirements of students. The purpose of education is to provide individuals with the tools essential for personal development, advancement in their careers, and active involvement in society. This can be accomplished through formal and informal ways.

7.2 Learning Objectives

After going through this Unit, you should be able to:

- explain the goals of ECCE of India, USA, UK and China.

- explore the various objectives of Secondary education in India, USA, UK ans China.

- describe the structure of higher education in India, USA, UK and China.

- differentiate between different types of higher education institutions in India, USA, UK and China.

7.3 Early Childhood Care and Education in India, USA, UK and China

❖ **Early Childhood Care and Education in India**

The ECCE framework in India is designed to deliver a comprehensive and inclusive strategy for early childhood development, guaranteeing that youngsters establish a robust foundation for subsequent learning and advancement. The objectives of ECCE include holistic development, preparedness for school, equity, health, and community engagement. By focusing on these critical domains, India seeks to establish a conducive and caring atmosphere for its youngest populace, hence facilitating lifelong learning and well-being.

The term ECCE comprises of three key terms: -

a. **Early Childhood**- Early childhood is the period from birth to six years. • According to the National Policy on ECCE, 2013, there are three sub-stages of early years, each with its own age-specific developmental priorities. These sub-stages are:

(i) Conception to birth (ii) Birth to three years and (iii) Three to six years

b. **Care**- A physically and emotionally safe, secure and protective environment is essential for all children for their optimum growth and healthy development. Thus, providing a caring and protective environment is an integral component of ECCE. It is essential for caregivers to ensure psychological and socio-emotional needs of children. It can be done by responding to their needs through appropriate stimulation, supportive and warm interaction and ensuring a healthy and safe environment.

c. **Education**- Education is a process of acquiring knowledge, skills, attitudes and values through exploration, experimentation, observation, participation and interaction. All such experiences help children learn more about themselves and the world around them.

Hence, ECCE refers to providing care including health and nutrition as well as early learning opportunities to all young children. A protective and stimulating environment consisting of play-based and developmentally appropriate activities are vital for children's physical-motor, cognitive, socio-emotional and language development.

ECCE is not solely a preparatory program for primary school; it is a comprehensive approach to early childhood education that encompasses flexible, multi-level, play-based, inquiry-based, and activity-based learning. The kinds of learning that are incorporated into ECCE are delineated in the NEP 2020:

- Core Learning Areas: Languages, colors, shapes, numerals, and counting.

- Cognitive and Creative Development: The development of various forms of art, including music, movement, painting, drawing, and puzzles, as well as logical thinking and problem-solving.

- Social and Emotional Development: Highlighting the importance of cleanliness, ethics, collaboration, cooperation, and decent behavior.

Stages of Early Childhood Care and Education:

Early childhood is delineated as the developmental phase spanning from infancy to the age of eight years. Early childhood development encompasses the physical, socio-emotional, cognitive, and motor development that occurs from birth to eight years of age.

The early years are of paramount importance, as this is the stage of life during which the brain undergoes its most significant development and exhibits a remarkable capacity for transformation. It is during this time that the groundwork for health and well-being throughout one's life is established. The provision of nurturing care within a stable environment that is attuned to children's health and nutritional requirements, safeguards against potential threats, offers opportunities for early learning, and facilitates interactions that are responsive, emotionally supportive, and developmentally enriching is fundamental to the realization of children's developmental potential.

The Early Childhood Care and Education (ECCE) stages encompass the initial years of a child's existence, which are typically from infancy to approximately eight years of age. The following are:

Infant (0-2) stage: The primary focus during this era is infant care and development. It involves establishing a nurturing and safe environment that fosters their holistic development—physical, cognitive, and socioemotional. Enhancing language, physical abilities, and establishing stable attachments are but a few of these activities.

Toddlerhood (2–3 years) stage: This period is characterized by substantial expansion and exploration. The autonomy, linguistic skills, and motor ability of youngsters develop. Currently, Early Childhood Care and Education programs often promote play-based learning, socialization, the development of early literacy and numeracy skills, and the cultivation of curiosity and imagination.

Preschool (3-5 years) Stage: Preschool is a critical period in a child's foundational education. Children's language, cognitive, and social abilities continue to develop. Preschool programs in a structured educational environment often include foundational academic concepts, pre-literacy and pre-writing abilities, creativity, problem-solving skills, and opportunities for social contact.

Pre-primary (5–6 years) Stage: Kindergarten, or pre-primary, serves as the transitional phase for students moving from preschool to formal schooling. The period between Early Childhood Care and Education and elementary school serves as a transitional phase. This phase often emphasizes enhancing children's intellectual, social, and emotional growth to ready them for primary education.

Early Primary (6–8 years) Stage: The early primary years represent an extension of the early childhood period and may be considered a component of Early Childhood Care and Education in certain contexts, although they are often not encompassed within the scope of ECCE. This period often involves structured primary schooling, during which children further develop their academic abilities, critical thinking, social skills, and emotional maturity.

Key Focus Areas of ECCE in NEP 2020

- **Universal Access:** Access to free, safe, and high-quality ECCE at Pre-schools/Anganwadis/Balvatikas for all children from 3 to 6 years.

- **Foundational Learning Curriculum:** For ages 3-8, the curriculum is divided into two parts: Foundation learning curriculum from ages 3-6 in ECCE and 6-8 in classes I and II in primary school.

- **Multi-faceted Learning:** A strong focus on play, activity, and inquiry-based learning through a flexible learning system to develop Foundational Literacy & Numeracy (FLN).

- **Preparatory Class:** Before the age of 5, every child will be moved to 'Preparatory Class' or 'Balvatika' (that is, before Class 1), which has ECCE-qualified teachers imparting play-based learning.

Objectives of ECCE- The foundation of learning

The objectives of Early Childhood Care and Education (ECCE) are centered around promoting young children's overall development and well-being. Here are some common objectives of ECCE:

- Cognitive development

- Physical and motor development

- Socio-emotional-ethical development

- Communication skills development

- Cultural/artistic development

- The development of early language, literacy, and numeracy.

The NEP 2020 aims to make Early Childhood Care and Education available for all children nationwide. The key objectives of ECCE as per NEP are:

- Universal Access: The vision articulated by the National Education Policy (NEP) is to ensure universal access to high-quality early childhood education that is efficacious for all children aged 3 to 6 years.

- Holistic Development: Early Childhood Care and Education (ECCE) seeks to facilitate the comprehensive development of all children, encompassing cognitive, physical, social, ethical, and emotional competencies.

- Play-Based Learning: The NEP philosophy is to move away from decaying studies and employ more interactive and play-based learning. This will facilitate children's exploration and experimentation to a greater extent.

- Inclusivity and Diversity: ECCE under NEP strives to be inclusive and mindful of all cultures and origins. Under the Early Childhood Care and Education (ECCE) framework, children of all abilities and circumstances receive equitable treatment.

- Technological Integration: The Early Childhood Care and Education (ECCE) sector acknowledges the significance of contemporary technological advancements. It advocates for the promotion of electronic content in regional languages, provides training for educators to effectively utilize contemporary technology, and implements technological reforms in the domains of learning and instruction.

- Higher Education Reforms: The NEP 2020 also concentrates on higher education and seeks to bring about the required changes in the higher education systems and techniques. Students will benefit from a broader array of subjects, enhanced flexibility in exploring diverse disciplines, and the endorsement of utilizing superior resources and technology.

- Assessment Reforms: The National Education Policy (NEP) recommends a transition from conventional examination methodologies to the implementation of continuous and holistic evaluations that encompass not only cognitive competencies but also social, emotional, and practical skills.

❖ **Early Childhood Care and Education in USA**

Early childhood education (preprimary) in the United States encompasses a diverse array of formats, including nursery schools, preschools, daycare centers, prekindergarten programs, and kindergartens. It also encompasses Head Start; a federally funded initiative dedicated to the development of children from low-income families. Complimentary Head Start programs are available for children aged 3 and 4 from economically disadvantaged families.

The Early Reading First program allocates federal funding to improve the instructional content within early childhood education environments, thereby facilitating the development of essential language and literacy

skills in children prior to their entry into kindergarten, which is crucial for their subsequent academic achievement. In total, 64 percent of children aged 3 to 5 are enrolled in early childhood education programs, with 52 percent of these children participating in full-day programs.

Aims and Objectives of Early Childhood Care and Education in the USA

1. School Readiness:

- Cognitive Development: Enhance children's early learning experiences to prepare them for academic success.

- Social-Emotional Development: Promote skills like self-regulation, cooperation, and emotional resilience.

2. Holistic Development:

- Physical Health: Ensure children's physical well-being through activities that promote motor skills and overall health.

- Creative Expression: Foster creativity and imagination through arts, music, and play.

3. Equal Opportunity:

- Access for All: Provide equitable access to high-quality early education, regardless of socioeconomic status or background.

- Reducing Disparities: Address gaps in educational outcomes by supporting disadvantaged and marginalized communities.

4. Family Engagement:

- Parental Involvement: Encourage active participation of parents and caregivers in their children's education and development.

- Support Systems: Offer resources and guidance to families to create supportive learning environments at home.

5. Professional Development:

- Training and Education: Ensure that early childhood educators are well-trained and knowledgeable about best practices.

- Continuous Improvement: Promote ongoing professional development and maintain high standards of practice in early childhood care and education.

These aims and objectives help create a comprehensive approach to early childhood care and education, aiming for the overall well-being and future success of young children in the USA.

Curriculum Structure of ECCE in USA

The following are included in the curriculum structure of ECCE in USA:

- **Language and Literacy:** Storytelling, reading, writing, and listening are all activities that are included in the curriculum for language and literacy.

- **Mathematics**: Mathematical ideas such as number, forms, and patterns are considered fundamental.

- **Science**: Exploration of the natural world via various activities and experiments is what science is all about.

- **Creative Arts**: Drawing, painting, music, and dancing are all examples of creative arts.

- **Physical Development**: The activities that promote both gross and fine motor abilities are referred to as physical development.

- **Social Studies**: Learning about communities and connections is the focus of social studies.

Types of Educational Institutions in USA

1. **Nursery School**: A nursery class may be established as a grade within an elementary school or as a component of an independent nursery school. It offers educational experiences for children during the year or years immediately prior to their enrollment in kindergarten. These establishments are occasionally referred to as 'pre-primary groups,' 'child care centers,' or 'cooperative nursery schools.'

2. **Kindergarten**: This program offers an educational experience for children during the year immediately prior to their enrollment in the first grade. A kindergarten may be structured as a component of an elementary school or as an independent institution dedicated solely to early childhood education. In certain educational systems, this stage is referred to as 'pre-primary' or 'junior primary.'

3. **Elementary School**: This institution offers primary education and is designated as elementary according to state and local regulations, encompassing any range of grades not exceeding the eighth grade. A nursery school or kindergarten is classified under this category solely if it constitutes an essential component of a formally established educational system.

Free public kindergartens are attended by the majority of children aged 5 years old. The vast majority of public primary schools provide kindergarten instruction at no cost, and the typical number of pupils in each class is twenty. An overwhelming majority of kindergartens in public schools say that their instructors read books out loud to the students on a daily basis. The majority of the schools also make arrangements for the kids to participate in activities such as free play, language development, dramatic play, arts & crafts, and music on a daily basis. These activities include climbing, running, and other motor skills exercises.

❖ Early Childhood Care and Education in UK

As of September 2010, all children aged three and four years old in England are eligible to receive free nursery education for a total of fifteen hours, for a total of thirty-eight weeks of the year. Early Years education can be provided in a number of different environments, such as public nursery schools, nursery classes, and reception classes within primary schools.

Additionally, it can be provided in settings that are not affiliated with the state sector, such as volunteer pre-schools, privately owned nurseries, or childminders. Over the past several years, there has been a significant increase in the number of early childhood education and daycare programs. With the passage of the Education Act in 2002, the National Curriculum for England was expanded to incorporate the Foundation Stage, which had been initially implemented in September of 2000.

This expansion encompassed the education of children from the age of three to the conclusion of the reception year, which is when children are five years old. There is a unified regulatory and quality framework for the provision of learning, development, and care for children in all registered early years settings between the ages of birth and the academic year in which they reach 5 years old. This framework is known as the Early Years Foundation Stage (EYFS), and it came into effect in September of 2008. At the conclusion of the school year in which a child turns 5, the Early Years Foundation Stage Profile (EYFSP) is the required evaluation of the child's development and the learning accomplishments that they have achieved.

The Early Years Foundation Stage (EYFS) framework serves as the foundation for the implementation of the Early Childhood Care and Education (ECCE) system in the United Kingdom.

Objectives

1. **Learning and Development:** With the goal of ensuring that children learn and grow to their full potential. One of the objectives is to provide a strong groundwork for further education in the future.

2. **Health and Safety:** Putting the health and safety of children's bodies at the forefront of our concerns.

3. **School Readiness:** Helping youngsters acquire the information and abilities they need to have a good start to their educational journey.

4. **Inclusivity:** Achieving the goal of providing equal access to high-quality early education for all children, irrespective of their family circumstances.

Structure

1. **EYFS Framework:** This framework sets the standards for learning, development, and care for children from birth to five years old. It outlines the specific areas of learning:

   o **Prime Areas:** Communication and language, physical development, and personal, social, and emotional development.

o **Specific Areas:** Literacy, mathematics, understanding the world, and expressive arts and design.

2. **Regulated Providers:** ECCE is delivered by various providers, including childminders, nurseries, preschools, and reception classes in primary schools, all of which are regulated by OFSTED (Office for Standards in Education, Children's Services and Skills).

3. **Government Funding:** The UK government provides funding to support early education and childcare, including 15 hours per week of free ECCE for all 3- and 4-year-olds, and additional hours for eligible working parents.

4. **Assessment and Monitoring:** Continuous assessment is integral to ECCE. Practitioners observe and track each child's progress, ensuring they meet developmental milestones and adjusting the educational approach as needed.

5. **Parental Involvement:** Encouraging active participation of parents in their child's early education to enhance learning outcomes.

This structure aims to create a nurturing and stimulating environment for young children, laying a strong foundation for their future educational journey.

❖ **Early Childhood Care and Education in China**

The objective and structure of Early Childhood Care and Education (ECCE) in China are designed to support the holistic development of young children and prepare them for future educational success.

Objectives:

1. **Holistic Development:** Foster physical, cognitive, social, and emotional growth.

2. **School Readiness:** Prepare children for primary school education.

3. **Active Learning:** Promote curiosity, creativity, and a love for learning.

4. **Health and Well-being:** Ensure the physical and mental well-being of children.

5. **Cultural Awareness:** Instil values, traditions, and cultural awareness.

Structure:

1. **Nurseries (0-3 years):**

o Focus on nurturing care, health, and basic social skills.

o Activities include play, basic cognitive tasks, and interaction with caregivers.

2. **Kindergartens (3-6 years):**

o Divided into three age groups: junior, middle, and senior.

o Emphasis on play-based learning, social interaction, and basic literacy and numeracy skills.

o Curriculum includes language, math, art, physical education, science, and social studies.

3. Preschool Classes (5-6 years):

o Often attached to primary schools.

o Focus on preparing children for formal schooling.

o Activities include more structured learning, introduction to reading and writing, and basic math.

Policies and Initiatives:

- Government Support: Increased public funding and policy reforms to improve access and quality.

- Teacher Training: Enhanced training programs to improve the skills and knowledge of ECCE teachers.

- Curriculum Development: Continuous updates to ensure the curriculum is relevant and effective.

Recently, National Preschool Education Law has been passed in China on November 8th, 2024 and will came into force from July, 2025. As an important part of China's national education system, preschool is important for the healthy growth of hundreds of millions of kids all over the country. This bill tries to fix problems with institutions and public concerns related to the general growth and reform of early childhood education, making it easier for it to continue to grow in the future. The Law, which has 85 pieces spread out over nine chapters, writes down the experiences and outcomes of preschool education change and growth. It also sets up a complete legal framework that is specific to China's needs. Important rules include:

1. First, keeping Party leadership in place. Socialist ideas should guide preschool education, which is what the CPC says should happen. The law says that community-level Party groups must run public kindergartens, but state rules for private education can apply to private kindergartens.

2. The second step is to explain what the public service role of preschool education is. Preschool education means that kids from the time they are three years old until they start basic school are cared for and taught by kindergartens and other similar places. It is seen as an important part of the national school system and an important public service.

3. Third, promoting cost and ease of access. The law says that the government and people need to work together more to make preschool more accessible and cheaper. With a focus on safety and quality, the state will create a well-thought-out, publicly funded preschool system that works in both cities and rural places. The main source of funding will come from the government, with help from family donations and other sources. Free preschool programs will be gradually put in place where they are needed.

4. Fourth, setting rules for who can go to preschool and what they learn. Local governments need to make sure that preschools are easy to get to, close to where parents or other guardians work or live, and that there are no tests or entrance exams to get in. Kindergartens are only allowed to use activities that are appropriate for preschoolers and their growth stages. They are not allowed to use activities from an elementary school program.

5. Fifth, making it easier for people to work as preschool teachers. There are certain requirements for kindergarten teachers, administrators, caregivers, and health workers. Operators of kindergartens must make sure they have enough staff and won't hire anyone who they think isn't safe or good for the kids. On top of that, staff and teacher salaries and perks must be assured.

6. Sixth, making control and supervision better. The State Council is in charge of preschool education at the highest level. The provincial and local governments work together with the State Council and include administration groups at the township and community levels. In the meantime, preschool education is mostly run by county governments. The law says that county governments and the offices that are responsible for kindergartens must make them safer, set fees, keep an eye on quality, and make sure that everyone knows their legal duties.

To make sure the Preschool Education Law is followed, the Ministry of Education will work to make people aware of it and encourage them to follow it. This will help the country's early childhood education become more available, cheap, and of high quality.

7.4 Secondary Education in India, USA, UK and China

After elementary school and before college, there is secondary schooling. It includes all the classes that come after elementary school and before college. In different countries, education is broken down into three stages: basic, secondary, and university. However, the length of secondary education may be different from one country to the next. In some places, secondary schools start with the sixth grade and go all the way up to the twelfth.

❖ **Secondary Education in India**

The secondary school system in India plays a significant part in the learning and growth of children, both academically and personally. The program addresses students from ninth to twelfth grade and is intended to prepare them for further education and future employment. Secondary education in India aims to accomplish the following:

1. **Academic Excellence:** The provision of a solid foundation in fundamental academic topics such as languages, mathematics, physics, and social studies is important for achieving academic excellence.

2. **Holistic Development:** In order to foster students' total development, including their intellectual, moral, physical, and social growth, it is important to promote holistic development.

3. **Skill Development:** To develop students' talents, it is important to provide them with the information and abilities necessary for both further education and the workforce.

4. **National Integration:** Encourage a sense of national pride, togetherness, and respect for the cultural variety that exists within India as part of the process of national integration.

5. **Citizenship**: It is important to teach pupils about citizenship so that they may become responsible citizens who are aware of their rights and responsibilities.

Structure of Secondary Education in India

1. **Secondary Stage (Grades 9-10):** The Secondary Stage of Education in India, which encompasses grades 9 and 10, is structured as follows:

   - **Core Subjects:** Languages (such as English and Hindi), mathematics, science (including physics, chemistry, and biology), and social studies (including history, geography, political science, and economics) are considered to be key subjects.

   - **Additional Subjects:** Subjects that are not required, such as electives like computer science, arts, and physical education, as well as vocational classes.

   - **Exams**: At the conclusion of the tenth grade, students are required to take board examinations (such as those administered by the CBSE, ICSE, and State Boards), which are crucial for their academic development.

2. **Senior Secondary Stage (Grades 11-12):** A stage of senior secondary education (grades 11-12). **Streams**: Students select a stream depending on their interests and the jobs they want to have in the future:

   - **Science Stream:** Among the subjects that are covered in the Science Stream are physics, chemistry, biology, mathematics, and computer science, among others.

   - **Commerce Stream:** A variety of subjects, such as accounting, business studies, economics, mathematics, and others, are included in the commerce stream.

   - **Arts/Humanities Stream:** Subjects that fall within the Arts and Humanities Stream include History Political Science, Sociology, Psychology, Geography, and other related fields.

   - **Additional Subjects:** Students have the option of selecting additional subjects, which may include vocational courses or elective subjects.

   - **Examinations**: At the conclusion of the twelfth grade, students are required to take board examinations, which are used to assess their eligibility for further education institutions.

Types of Schools:

Different kinds of schools include:

- **Government Schools:** Government schools are schools that get funding from the government and adhere to the curriculum of the state or the nation.

- **Private Schools:** Tuition fees and private contributions are the primary sources of funding for private schools. The curricula that they follow might be either national or international.

- **Kendriya Vidyalayas (Central Schools):** Kendriya Vidyalayas, also known as Central Schools, are an educational institution that is run by the Central Government and primarily serves the children of government employees.

- **Navodaya Vidyalayas:** Residential schools with the mission of offering a high-quality education to kids who are talented and come from rural regions are known as Navodaya Vidyalayas.

- **International Schools:** The International Baccalaureate (IB) and Cambridge International Examinations (CIE) are two examples of worldwide curricula that should be followed by those attending foreign schools.

Educational Reforms and Initiatives:

- The National Education Policy 2020 (NEP 2020) aims to modernize the education system by putting an emphasis on skill-based learning, holistic development, and the integration of technology.

- Continuous and Comprehensive Evaluation (CCE) is a system that was implemented by the Central Board of Secondary Education (CBSE) to evaluate the entire development of pupils via the use of frequent assessments and activities.

- Initiatives for Digital Learning DIKSHA, which stands for Digital Infrastructure for Knowledge Sharing, and SWAYAM are two examples of programs that have the goal of improving digital learning and providing access to high-quality educational resources.

India's secondary education system is continually evolving to meet the needs of its students and society. It aims to provide a comprehensive and balanced education that prepares students for future challenges and opportunities.

❖ **Secondary Education in USA**

Secondary education in the USA covers grades 9 through 12, typically for students aged 14 to 18. Cardinal Principles of Secondary Education' published in 1918 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. These principles are:

1. Protecting and enhancing health.

2. Enhancing the efficacy of fundamental process proficiency.

3. Cultivating Appropriate Attitudes Toward Domestic Responsibilities.

4. Developing an effective programme of vocational guidance.

5. Delivering civic education to enable individuals to effectively fulfill their roles as members of their community, city, state, and nation, while also comprehending international issues.

6. Instruction in the commendable utilization of leisure time.

7. Cultivating ethical character through the judicious selection of instructional content and methodologies, as well as fostering social interactions and opportunities that enhance the sense of personal responsibility, commitment to service, and adherence to democratic principles.

Objectives of Secondary Education in the USA:

Following are the objectives of the secondary education in USA:

- **Academic Knowledge**: The provision of a strong foundation in fundamental disciplines such as English, mathematics, science, and social studies is an essential component of academic knowledge.

- **Critical Thinking and Problem-Solving**: Students should develop their analytical abilities and their capacity to address difficult challenges through critical thinking and problem-solving opportunities.

- **Personal Growth**: Students should be supported in their social, emotional, and physical development as part of their personal growth.

- **Civic Engagement:** Fostering a knowledge of civic responsibility and encouraging active involvement in the community are both crucial components of civic engagement.

- **Preparation for Postsecondary Education and Employment**: Students should be equipped with the information and skills essential for further education, vocational training, or direct entry into the workforce as part of the preparation for postsecondary education and employment.

Structure of Secondary Education in the USA:

1. Grade 9 (Freshman Year):

o Core Subjects: English, Math, Science, Social Studies.

o Electives: Depending on the school, students may choose from arts, music, foreign languages, technology, and more.

o Activities: Participation in sports, clubs, and extracurricular activities is encouraged.

2. **Grade 10 (Sophomore Year):**

   o Continued focus on core subjects.

   o Additional electives and opportunities for advanced placement (AP) courses.

   o Emphasis on developing study habits and time management skills.

3. **Grade 11 (Junior Year):**

   o Core subjects and elective courses continue.

   o Students often take standardized tests such as the SAT or ACT in preparation for college applications.

   o Increased focus on college and career planning.

4. **Grade 12 (Senior Year):**

   o Completion of remaining graduation requirements.

   o Students may take advanced courses, including AP and dual-enrollment options.

   o Preparation for postsecondary education, including college applications, financial aid, and scholarship opportunities.

Salient Features of Secondary Education

1. **Education for All:** Currently, 90 percent of adolescents aged 14 to 17 are enrolled in secondary education institutions. The objective of education in the United States is to provide a secondary school education for every American kid, regardless of gender.

2. **Diverse Curriculum:** Students are having the opportunity to choose classes that align with their interests or further their intended career paths. Certain larger metropolitan schools provide up to 100 courses. The options available to the pupils are boundless.

3. **Extracurricular Activities:** Each student is encouraged to participate in one or more extracurricular activities in addition to classroom work.

4. **Students' Self-Government:** A democratic model of student self-governance is prevalent in the majority of large high schools.

5. **Gymnasium:** Nearly every educational institution possesses a gymnasium for indoor sports and athletic fields for outdoor activities.

6. **Attitudinal Assessment:** Students receive grades not alone in academic courses but also in their attitudes.

7. **Comprehensive Type:** Secondary schools in America are referred to as comprehensive high

schools due to its provision of diverse disciplines inside a single institution, catering to many career paths and accommodating students of varying academic abilities. exceptionally intelligent students.

8. **Specialized Type:** Certain specialized high schools, primarily located in major eastern cities, focus on disciplines like as science, music and art, commercial and industrial studies, or pre-college academic topics.

❖ **Secondary Education in UK**

In England, the public secondary education system in a given area may include a mix of different types of schools. This trend is based on past factors and the policies set by the local government. Comprehensive schools mostly accept students without considering their skills or abilities, and they serve all the kids in the neighbourhood. However, in some places they coexist with other types of schools, like grammar schools. Academies are private schools in England that are paid for by the government. Academies can help raise standards and come up with new ideas when they have more freedom. They are not controlled by the local government, they decide their own staff pay and working conditions, they decide how to teach the curriculum, and they can change the lengths of terms and school days. The Academies Program was first launched in March 2000 with the goal of changing schools that weren't doing well. Academies were created with help from outside sponsors in order to improve the quality of education. With the passing of the Academies Act 2010, the Academies Program was made bigger. All primary, intermediate, and special schools that are run by the government can now apply to become Academies. Early on, the focus is on schools that Ofsted says are excellent. The first of these new academies started in September 2010. These schools are not sponsored; instead, they are expected to work with schools that aren't doing well to help them improve.

Wales' secondary schools take kids from the time they are 11 years old until they are no longer required by law to be in school.

In Scotland, secondary schools run by the education authority are all-encompassing and give six years of secondary education. However, there are a number of two-year and four-year secondary schools in remote places.

In Northern Ireland, children must go to school for five years after primary school, and they can stay for two more years if they want to take studies beyond GCSE or Level 2. Ministerial policy says that move should be based on non-academic factors. However, officially, post-primary schools can still accept students based on how well they do in school.

At the end of this level of schooling, students usually take a number of tests given by outside sources. There are a number of different titles that can be used, but the most common ones are GCSE (General Certificate of Secondary Education) in England, Wales, and Northern Ireland and Standard Grades in Scotland. For the National Qualifications (NQ) Standard grade in Scotland, students take a two-year course

that ends with exams at the end of the fourth year of secondary school. For the NQ Higher grade, they need at least one more year of secondary school. Along with the 1999–2000 school year, Scotland added newer NQ to give students more options and freedom in their test system. Intermediate 1 and 2 are part of NQ. They are mostly for students in their fifth and sixth year of high school, but some schools use them instead of Standard Grades.

The UK has a well-structured secondary education system with clear objectives aimed at providing a broad and balanced education. Here's a summary of the key points:

Objectives of Secondary Education in the UK:

- **Knowledge and Skills:** Ensure students acquire a wide range of knowledge and skills across different subjects.

- **Personal Development:** Support the personal development of students, including their spiritual, moral, social, and cultural growth.

- **Citizenship:** Prepare students to become responsible citizens, fostering an understanding of civic responsibilities and respect for diversity.

- **Health and Well-being:** Promote physical and mental health and well-being.

- **Preparation for Further Education and Employment:** Equip students with the necessary qualifications and skills for higher education and the workforce.

Structure of Secondary Education in the UK:

1. **Key Stage 3 (KS3):**

   o Ages: 11-14 (Years 7-9)

   o Subjects: English, Maths, Science, History, Geography, Modern Foreign Languages, Design and Technology, Art, Music, Physical Education, Computing, and Citizenship.

2. **Key Stage 4 (KS4):**

   o Ages: 14-16 (Years 10-11)

   o Subjects: Core subjects (English, Maths, Science) plus optional subjects chosen by the student.

   o Exams: GCSE (General Certificate of Secondary Education) exams are taken at the end of Year 11.

3. **Post-16 Education (Sixth Form or College):**

   o Ages: 16-18 (Years 12-13)

   o Pathways: A-Levels (Advanced Levels), vocational qualifications, or apprenticeships.

   o Focus: Specialization in subjects of interest, preparing for university or employment.

The UK's secondary education system is designed to provide a well-rounded education that balances academic rigor with personal and social development.

❖ **Secondary Education in China**

Secondary education in China is a crucial stage in the country's education system, designed to prepare students for higher education and future careers. Here's an overview of its objectives and structure:

Objectives of Secondary Education in China:

- **Academic Achievement:** Provide a strong foundation in core academic subjects, including Chinese language and literature, mathematics, science, and social studies.

- **Holistic Development:** Promote the all-round development of students, including moral, intellectual, physical, and aesthetic education.

- **Preparation for Higher Education:** Equip students with the knowledge and skills necessary to succeed in competitive entrance examinations for higher education institutions.

- **Vocational Skills:** Offer vocational and technical education to prepare students for specific trades and professions.

Structure of Secondary Education in China:

1. **Junior Secondary School (Middle School):**

   o Ages: 12-15 (Grades 7-9)

   o Subjects: Chinese, Mathematics, English, Physics, Chemistry, Biology, History, Geography, Political Science, Physical Education, Music, Art, and Technology.

   o Completion: At the end of Grade 9, students take the Zhongkao (High School Entrance Examination), which determines their placement in senior secondary schools.

2. **Senior Secondary School (High School):**

   o Ages: 15-18 (Grades 10-12)

   o Pathways: Students can choose between academic senior secondary schools and vocational senior secondary schools.

- **Academic Senior Secondary Schools:**

  - Focus on preparing students for the Gaokao (National College Entrance Examination).

  - Subjects: Chinese, Mathematics, English, Physics, Chemistry, Biology, History, Geography, Political Science, and elective courses.

- **Vocational Senior Secondary Schools:**

  - Provide specialized training in various trades and professions.

  - Subjects: Core academic subjects combined with vocational courses specific to the chosen field.

Types of Schools:

- **Public Schools:** Funded by the government and follow the national curriculum.

- **Private Schools:** Funded through tuition and private investments. They may offer alternative curricula and teaching methods.

- **International Schools:** Cater to expatriates and Chinese students seeking an international education. They often follow curricula such as the International Baccalaureate (IB) or Cambridge International Examinations (CIE).

The Chinese secondary education system emphasizes academic excellence, discipline, and preparation for higher education and the workforce. It is highly competitive, especially at the senior secondary level, where students strive to perform well on the Gaokao to secure admission to top universities.

Curriculum and Subjects

The Chinese secondary education system is continuously evolving to meet the needs of its students and society. It's a dynamic and multifaceted system that aims to balance academic rigor with holistic development. Following is some of the curriculum structure of the secondary education system.

1. **Junior Secondary School (Middle School):**

   o **Core Subjects:** Chinese, Mathematics, English, Physics, Chemistry, Biology, History, Geography, and Political Science.

   o **Additional Subjects:** Physical Education, Music, Art, Technology, and sometimes local culture and ethnic studies.

   o **Language Instruction:** Mandarin Chinese is the primary language of instruction, but some regions might offer classes in local dialects or minority languages.

2. **Senior Secondary School (High School):**

   o **Academic Pathway:**

      - **Core Subjects:** Chinese, Mathematics, English, Physics, Chemistry, Biology, History, Geography, Political Science.

      - **Elective Courses:** Students can choose from a variety of elective courses to pursue areas of interest and enhance their knowledge in specific fields.

- **Examinations:** Students prepare for the Gaokao (National College Entrance Examination), which is essential for university admission.

o **Vocational Pathway:**

- **Core Academic Subjects:** Basic courses in Chinese, Mathematics, and sometimes English.

- **Vocational Training:** Specialized training in fields such as engineering, healthcare, information technology, and skilled trades.

- **Practical Experience:** Includes internships, apprenticeships, and hands-on training to prepare students for the workforce.

7.5 Higher Education in India, USA, UK and China

❖ **Higher Education in India**

Indian higher education is renowned for its diverse range of academic disciplines and its rich cultural heritage. With a history that dates back centuries, higher education in India has evolved to meet the changing needs of society as well as the demands of a globalized world. It offers a wide array of programs catering to various fields such as engineering, medicine, arts, and humanities, making it an attractive destination for local and international students alike.

Indian higher education has ancient roots, with institutions such as Takshashila and Nalanda, which were centers of learning more than 2000 years ago. These institutions attracted scholars and students from different parts of the world, contributing to a rich exchange of knowledge and ideas.

The colonial period saw the establishment of universities that followed the British education system. This introduced a new framework, blending traditional Indian education with western influences, setting the stage for the modern Indian higher education system.

After independence, India witnessed significant reforms in higher education, including the establishment of new institutes and the democratization of access to education. This period marked the beginning of a more inclusive and diverse higher education landscape.

- The Scope of higher education is multifaceted and encompasses a broad range of objectives aimed at intellectual, personal, and societal development. While the specific goals and emphasis may vary among institutions, cultures, and individuals, the overarching purposes of higher education include:

1. **Academic Excellence and Learning:**

- **Knowledge Acquisition:** Higher education is fundamentally about acquiring and deepening knowledge in various fields of study. It allows students to delve into subjects of interest, develop critical thinking skills, and gain expertise in specific disciplines.

2. **Personal Development:**

- **Critical Thinking and Problem-Solving:** Higher education fosters critical thinking and problem-solving skills, encouraging students to analyze information, evaluate arguments, and develop creative solutions to complex problems.

- **Personal Growth:** College experiences contribute to personal growth and self-discovery. Students often better understand their values, beliefs, and identities, preparing them for a more meaningful and purposeful life.

3. **Preparation for Careers and Professions:**

- **Professional Skills:** Higher education equips students with the practical skills and knowledge needed for specific careers and professions. This preparation includes internships, hands-on experiences, and exposure to industry-relevant practices.

- **Career Advancement:** A college degree is often a key factor in career advancement. Higher education provides the qualifications and credentials necessary for entry into many professions and can enhance job opportunities and earning potential.

4. **Civic Engagement and Social Responsibility:**

- **Global Citizenship:** Higher education promotes a sense of global citizenship by fostering an awareness of global issues, cultural diversity, and interconnectedness. It encourages students to engage in social and civic activities to contribute positively to their communities and the world.

- **Ethical Decision-Making:** Through exposure to ethical theories and discussions, higher education helps students develop a strong sense of ethics and integrity, preparing them to make principled decisions in their personal and professional lives.

5. **Research and Innovation:**

- **Advancement of Knowledge:** Higher education institutions contribute to advancing knowledge through research and innovation. Faculty and students engage in cutting-edge research that expands the boundaries of human understanding in various fields.

- **Technology and Discovery:** Colleges and universities drive technological advancements and scientific discoveries. Research conducted in higher education institutions often leads to breakthroughs with broad societal impact.

6. **Social and Cultural Enrichment:**

- **Artistic and Cultural Appreciation:** Higher education encourages an appreciation for the arts, literature, and cultural diversity. Exposure to different perspectives fosters creativity, cultural

competence, and a deeper world understanding.

- **Intellectual Dialogue:** Colleges and universities are hubs for intellectual dialogue and academic discourse. Students engage with diverse ideas, challenge assumptions, and participate in conversations that broaden their intellectual horizons.

7. **Lifelong Learning:**

- **Adaptability and Lifelong Learning:** Higher education instills a commitment to lifelong learning. It equips individuals with the skills to adapt to a rapidly changing world, fostering a mindset of continuous education and personal development.

Types of Higher Educational Institutions

Central Universities

These are set up through an Act in Parliament. The establishment and operation are funded by the Union Government.

State Universities

These are set up through an Act in the State Legislature. The state universities are primarily funded and operated by the State Government.

Deemed-to-be Universities

These are well-performing institutes that are declared to be of equal standing as the universities by the Central Government on the advice of the Union Grants Commission (UGC).

Private Universities

These are set up through an Act in the State Legislatures. It includes specialized institutions and multidisciplinary research universities.

Institutes of National Importance (INI) -

These are eminent institutions of India that are known to develop highly skilled individuals. They are funded by the Government of India and include all the IITs, NITs and AIIMs institutes.

Colleges Affiliated to Universities

These are institutions of India that are affiliated under universities and either they are Govt Aided or Private colleges.

Open universities: Institutions falling in this category impart education through the open and distance mode in any branch or branches of knowledge

It is possible for a university to be either a teaching-cum-affiliating university, a teaching-only university, or a teaching-only university. There are a majority of universities in India that are affiliated with other

institutions. These universities are linked with a significant number of colleges and institutions. There are three types of colleges: private, government-aided, and government-provided.

In conclusion, Indian higher education is at an important juncture, with evolving structures, policies, and challenges. As India continues to play a significant role in the global knowledge economy, it is essential to address the existing issues while embracing future trends for a more inclusive and dynamic higher education system.

❖ **Higher Education in USA**

The higher education system in the United States is well-known for its decentralized structure, as well as its diversity and flexibility. The following is an outline of its Objectives:

- To deliver an education of the highest possible quality while also encouraging critical thinking, research, and creativity is the goal of academic excellence.

- For the purpose of ensuring that higher education is available to all sectors of society, particularly those who are underrepresented, access and inclusivity are essential.

- Assisting students in acquiring the skills necessary for entering the workforce and continuing their education throughout their lives.

- In order to cultivate responsible citizenship and to inspire students to make constructive contributions to society, civic engagement is being implemented.

- The goal of the Global Competitiveness initiative is to improve the status of American institutions on the international stage and to encourage international cooperation and exchange.

There are nearly 4,500 higher educational institutions in the US including colleges and universities. While very often these terms are used interchangeably as both provide post-secondary education to students, they are different from one another and it's important to understand the same to find your best fit.

1. **Public Universities**:

- **State Universities**: Funded by state governments, these institutions offer a broad range of undergraduate, graduate, and doctoral programs. Examples include the University of California system and the State University of New York (SUNY) system.

- **Community Colleges**: Provide two-year associate degrees, vocational training, and a pathway to four-year universities. Examples include Los Angeles Community College and Miami Dade College.

2. **Private Universities**:

- **Non-Profit**: Funded through endowments, tuition fees, and donations. Examples include Harvard

University and Stanford University.

- **For-Profit**: Operate as businesses aiming to make a profit. Examples include the University of Phoenix.

3. **Liberal Arts Colleges**:

- Focus on undergraduate education with a broad curriculum in the arts, humanities, social sciences, and natural sciences. Examples include Williams College and Swarthmore College.

4. **Specialized Institutions**:

- **Technical and Vocational Schools**: Offer specialized training in fields such as technology, engineering, and vocational skills. Examples include the Massachusetts Institute of Technology (MIT) and the Culinary Institute of America.

- **Institutes of Technology**: Emphasize STEM (science, technology, engineering, and mathematics) education. Examples include California Institute of Technology (Caltech) and Georgia Institute of Technology.

Academic Structure of USA's Higher Education

1. **Undergraduate Programs**:

o **Associate Degrees**: Associate degrees are degree programs that typically last for two years and are provided by community institutions and certain universities.

o **Bachelor's Degrees**: Academic programs that last for four years and are provided by schools and universities. At the same time as students select a major, they frequently have the opportunity to explore minors or foci.

2. **Graduate Programs**:

o **Master's Degrees**: Programs that last between one and two years and concentrate on specific knowledge and research. The Master of Arts (MA), Master of Science (MS), and Master of Business Administration (MBA) degrees are some examples of master's degrees.

o **Doctoral Degrees**: In most cases, the completion of advanced research degrees takes between three and seven years. The Doctor of Philosophy (PhD) and the Doctor of Education (EdD) are two examples of such institutions.

3. **Professional Degrees**:

o Courses that are tailored to the requirements of certain professions, such as the programs for veterinary medicine (DVM), medicine (MD), and law (JD).

The higher education system in the United States is meant to be adaptable and diversified, providing students from a wide variety of backgrounds with a wide range of alternatives to choose from in order to fulfill their different educational goals and objectives. In order to develop graduates who are well-rounded, skilled, and ready to make a contribution to society as well as the global workforce, this system strives to produce graduates.

❖ **Higher Education in UK**

The higher education system in the United Kingdom is intended to be varied and inclusive, providing a broad variety of alternatives to cater to the educational requirements and goals of students who come from a variety of different experiences and backgrounds. In order to develop graduates who are well-rounded, skilled, and ready to make a contribution to society as well as the global workforce, this system strives to produce graduates.

The United Kingdom's higher education system is well-known for its long history, excellent standards, and significant impact on the international community.

Objectives of UK's Higher Education

o In order to deliver a high-quality education and to cultivate a culture that values research and innovation, academic excellence is essential.

o The goal of access and inclusivity is to make sure that higher education is available to all parts of society, including students from other countries.

o In order to provide students with the skills necessary for the workforce of the world, skill development is being implemented.

o Maintaining and improving the worldwide status of UK institutions is the goal of the global competitiveness initiative.

o To encourage cutting-edge research and collaboration with industry and other institutions all over the world is the goal of the Research and Development department.

o The goal of civic and social responsibility is to inspire students to make a constructive contribution to society and to engage in learning that continues throughout their lives.

Higher education is described as courses that are of a grade that is higher than the General Certificate of Education (GCE) A level, the Higher Grade of the SCE/National Qualification, the GNVQ/NVQ level 3, or the Edexcel (previously BTEC) or SQA National Certificate/Diploma. HE courses may be broken down into three primary levels:

(i) **Postgraduate courses** leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates

of education (PGCE) and professional qualifications) which usually require a first degree as entry qualification.

(ii) **Undergraduate courses,** which include first degrees (both honors and ordinary), first degrees with qualified teacher status, enhanced first degrees, first degrees obtained concurrently with a diploma, and intercalated first degrees (in which first-degree students, typically in the fields of medicine, dentistry, or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a subject that is related to their field of study).

(iii) **Other undergraduate courses** which include all other higher education courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or similar), HNC (or equivalent) and SVQ or NVQ: Level 4 and Diplomas in HE.

Former polytechnics and a few other higher education institutions were given the status of university in the academic year 1992/93 as a direct result of the Further and Higher Education Act of 1992. In most cases, students enroll in higher education courses in higher education institutions (HEIs), while other students enroll in FE colleges.

❖ **Higher Education in China**

The Chinese higher education system is a vibrant and ever-changing environment that is distinguished by its extensive historical background, considerable changes, and dedication to accomplishing the highest possible standards. The country's economic prosperity, scientific advancement, and social development are all significantly impacted by its position as a key player.

China's higher education system is unparalleled in scale, enrolling over 44.3 million students annually across nearly 3,000 institutions. Unique features, such as a strong emphasis on STEM fields and the integration of AI, set it apart from other systems worldwide. The system's international collaborations and government-backed reforms drive its evolution as a global education leader. Following are the objectives of higher education in China:

1. **Economic Development**: The goal of economic development is to generate qualified professionals who are capable of making a contribution to the expansion and modernization of China's economy.

2. **Scientific and Technological Innovation**: To encourage research and development in the fields of science and technology is the goal of the Scientific and Technological Innovation program.

3. **Social Development**: The purpose of social development is to encourage the advancement of society and to enhance the quality of life in general.

4. **Global Competitiveness**: To improve the status of Chinese higher education institutions in the international community in terms of global competitiveness.

5. **Cultural Preservation and Promotion**: Cultural Preservation and Promotion: The goal is to both conserve Chinese culture and encourage cultural interchange of different cultures.

More specifically, the framework of higher education in China is intended to be all-encompassing, with the goal of satisfying a wide variety of educational and practical requirements. The following is an in-depth examination of the components:

1. **Regular Higher Education Institutions**:

   - **Academic Universities**: Academic universities consist of educational institutions that provide undergraduate, graduate, and doctorate degree programs in a wide range of fields. Peking University and Tsinghua University are two examples of such universities.

   - **Vocational Colleges**: The focus of vocational colleges is on practical skills and vocational training, and these colleges often provide programs that last for two or three years.

2. **Adult Higher Education Institutions**:

   Offer educational chances to adults who did not take advantage of them when they were younger. The educational opportunities provided by these establishments are adaptable, and they include both part-time and remote learning forms.

3. **Private Higher Education Institutions**:

   This industry is experiencing tremendous expansion and provides a wide range of degree programs. It is supported by private investments.

Following are the programs in the higher education system of China:

1. **Undergraduate degrees include**:

   Bachelor of Arts degrees, which normally take four years to complete.

   The arts, sciences, engineering, medicine, business, and other fields are included in this category.

2. **Masters and Doctoral Degrees:**

   Typically lasting between two and three years, master's degrees are characterized by an emphasis on specific knowledge and research.

   Professorial degrees, sometimes known as PhDs, are advanced degrees in research that typically take between three and five years to accomplish.

3. **Credentials for Professionals**:

   Degrees in subjects such as engineering, medicine, and law (LLB, MBBS, and MBBS, respectively).

More specifically, the framework of higher education in China is intended to be all-encompassing, with the goal of satisfying a wide variety of educational and practical requirements.

7.6 Check Your Progress

a. **Describe the curriculum structure of ECCE in USA.**

………………………………………………………………………….......................................

………………………………………………………………………….......................................

………………………………………………………………………….......................................

…………………………………………………………………………….....................................

b. **Discuss the objectives of Higher Education in India.**

………………………………………………………………………….......................................

………………………………………………………………………….......................................

………………………………………………………………………….......................................

…………………………………………………………………………….....................................

c. **Explain briefly about the structure of secondary education in China.**

………………………………………………………………………….......................................

………………………………………………………………………….......................................

………………………………………………………………………….......................................

…………………………………………………………………………….....................................

7.7 Let Us Sum Up

ECCE education, secondary education, and tertiary education are the three stages or degrees of formal education that are available in India, USA, UK and China. Both primary and secondary education are considered to be part of the realm of school education since they are concerned with the education that is provided at schools.

The term "Higher Education" often refers to the tertiary education that comes after the schooling stage. A higher education (HE) program is one that extends beyond the senior secondary level of education and takes place at a college or university. It is a kind of education that requires students to complete additional coursework. Colleges, universities (both public and private), and professional and technical training institutes are all examples of institutions that fall within the category of higher education, sometimes known as tertiary education. Despite have some difference in the objective and structure of education at different level but still there are some similarities in the education system of India, USA, UK and China.

7.8 Keywords/Glossary

Continuous and Comprehensive Evaluation (CCE) is an educational approach introduced in India under the Right to Education Act, 2009. It aims to assess students' overall development, rather than focusing solely on academic performance through exams. CCE includes both formative and summative assessments, covering various aspects like cognitive, emotional, and social growth.

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform in India aimed at providing teachers and students with digital tools and resources for learning and education. It was launched by the Ministry of Education and offers a variety of resources such as e-textbooks, videos, interactive content, question banks, and training modules.

Early Years Foundation Stage (EYFS) is a framework used in the United Kingdom that outlines the standards for learning, development, and care for children from birth to five years old. It is designed to ensure that every child gets a solid foundation for future learning and development, regardless of their background or circumstances.

OFSTED, short for the Office for Standards in Education, Children's Services and Skills, is a regulatory body in the United Kingdom that inspects and evaluates schools, childcare facilities, and other educational institutions. Their aim is to ensure high standards of education, training, and care for children and students across England.

7.9 Self-Assessment Questions

1. **Describe the objectives of higher education of USA.**

2. **Give an Outline of the secondary education in India.**

3. **Write a short note on ECCE in UK.**

4. **Explain the objective of ECCE in China.**

7.10 Suggested Readings

Agarwal, P. (2012). A Half-Century of Indian Higher Education. New Delhi: Sage.

Sharma, Y.K (2007). Comparative Education: A Comparative Study of Educational System New Delhi: Kanishka Publications.

Beteille, A. (2010). Universities at the Crossroads, Delhi: Oxford University Press.

Bhushan, S. (2016). Public University in a Democracy. Economic and Political Weekly, 51 (17), 35-40.

Kapur, D. & Mehta, P.B. (2004). Indian Higher Education Reform: From Half Baked Socialism to Half Baked Capitalism (CID Working Paper No. 108).

Kapur, D. & Mehta, P.B. (Eds.) (2017). Navigating the Labyrinth: Perspectives on India's Higher Education,

Delhi: Orient Blackswan

Tilak, J.B.G. (2014) (Ed.).Higher Education in India: In Search of Equality, Higher education in India: An Introduction Quality and Quantity. Delhi: Orient Blackswa

Qi, X., & Melhuish, E. C. (2016). Early childhood education and care in China: history, current trends and challenges. *Early Years*, *37*(3), 268–284. https://doi.org/10.1080/09575146.2016.1236780

Early Childhood Care and Education: NEP 2020's Approach

Education System in the UK

Interesting Facts About China's Higher Education System

MDE-414B2E.p65

System and Structure of Chinese Higher Education | SpringerLink

Unit-9.pdf

LESSON 8

TEACHER EDUCATION SYSTEM IN INDIA, UK, USA, AND CHINA

Structure

8.1. Introduction

One of the most important factors in determining the overall quality and efficiency of the educational system is the education of teachers. The ability of teachers to accommodate the diverse needs of their pupils, which may lead to higher academic achievement and overall development, is enhanced when they obtain extensive education and training. An educational institution plays a crucial role in facilitating learning experiences that guide students from ignorance to knowledge. Teachers are the essential professionals in the institutions responsible for facilitating this shift. NCTE (1998) asserts in Quality Concerns in Secondary Teacher Education that the teacher is the fundamental component of any educational program. The teacher is primarily accountable for the execution of the educational process at any level.

96

8.2. Learning Objectives

After reading this unit, you will be able to

- Explain the meaning of teacher education.
- Discuss the nature of teacher education.
- Enumerate the objectives of teacher education.
- Describe the Structure of teacher education in India, USA, UK and China.

8.3. Teacher Education in Context of the Policies and Programmes

8.3.1 Teacher Education in India

It is common knowledge that the level of competence, sensitivity, and motivation of teachers are the primary factors that impact the quality and extent of the accomplishment of students at the classroom level.

The National Council for Teacher Education has provided a definition of teacher education as follows: "A program of education, research, and training of individuals to teach from pre-primary to higher education level."

According to the Goods Dictionary of Education, the term "teacher education" refers to all of the formal and non-formal actions and experiences that contribute to qualify a person to undertake the obligations of a member of the educational profession or to fulfill his responsibilities in a more effective manner.

Skills in teaching, a solid understanding of pedagogical theory, and professional abilities are all components of teacher education. Teaching skills, pedagogical theory, and professional skills are the components that make up teacher education. The objective of teacher education in India is to cultivate educational professionals who are informed, inventive, and skillful, and who are able to make a contribution to the educational development of the nation and meet the varied requirements of students.

Nature of Teacher Education in India

1) Teacher education is a **continuous process and its pre-service and in-service components are complimentary to each other**

2) Teacher education is based on the theory that ¯**Teachers are made, not born**

3) Teacher education is **broad and comprehensive**.

4) It is **ever-evolving and dynamic**. In order to prepare teachers who are competent to face the challenges of the dynamic society.

5) It helps in developing professional skills and competencies among learners to tackle real problems in the classroom settings.

6) Teacher education has become **differentiated into stage-specific programmes.**

7) It is a system that involves an **interdependence of its Inputs, Processes and Outputs**.

Objectives of Teacher Education in India

- Allow for observation, engagement, communication, and relationship-building with youngsters.

- Offer chances for self-learning, reflection, and concept articulation, fostering self-directed learning, critical thinking, and teamwork.

- Develop self-awareness, self-evaluation, adaptability, flexibility, creativity, and invention by providing chances to understand oneself and others, including beliefs, assumptions, and emotions.

- Offer chances to deepen learning, explore disciplinary knowledge, connect subject matter to society, and foster critical thinking.

- Encourage professional development in education, observation, documentation, analysis, theater, craft, storytelling, and reflective inquiry.

**Structure of Teacher Education in India**

The purpose of teacher education in India is to produce educators who are capable of making a significant contribution to the educational landscape of the nation, as well as educators who are inventive, devoted, and competent.

Teacher education in India has two Types:

1. **Pre-service Teacher education and**

2. **In-service Teacher Education**

1. **Pre-service Teacher education:** Pre-service teacher education is a program provided to students prior to entering the teaching profession, culminating in a degree or certification that qualifies
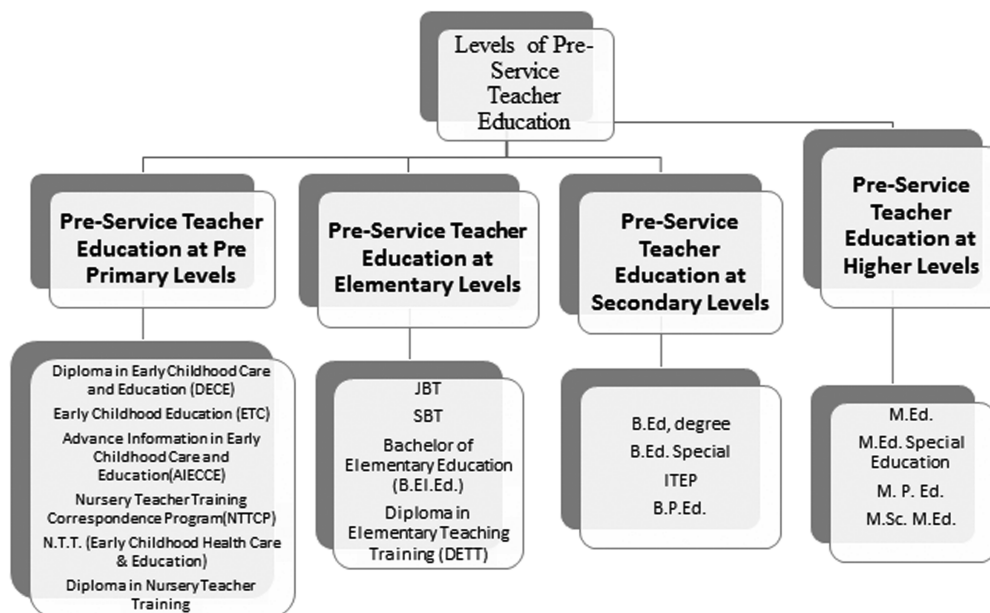
individuals for teaching roles. The National Council for Teachers Education (NCTE) has adopted a comprehensive perspective on all levels of pre-service teacher education planning. Following are the different levels of pre-service teacher education programme.

2. **In-service Teacher Education Programme:** In-service teacher education is a structured, systematic, purposeful, and scientifically informed program designed to address specific needs. It is an ongoing process that fosters behavioural changes in instructors about the acquisition of information and insights, as well as the cultivation of appropriate attitudes and interests. It is purpose-driven and structured to instil in instructors a motivation and need for the enhancement of their cognitive abilities and skills. Following are the in-service teacher education programmes

Continuous Professional Development (CPD)

a. **Workshops and Seminars**: Short-term training programs on specific topics.

b. **Online Courses**: Digital platforms offering courses on new teaching methods, technologies, and educational policies.

c. **Professional Learning Communities (PLCs)**: Collaborative groups of teachers sharing best practices and resources.

Teacher education pertains to the rules and processes established to prepare potential educators. Educators possess the requisite information, attitudes, behaviors, and abilities necessary for effective performance in the classroom, school, and broader society. Teacher education is a curriculum focused on enhancing teacher competency and competence, equipping educators to fulfill the demands of the profession and confront associated obstacles.

The National Education Policy (NEP) 2020 in India prioritizes teacher education and professional growth. The principal provisions concerning teacher education under the National Education Policy (NEP) are:

The National Education Policy suggests a four-year integrated teacher education curriculum for prospective educators. This curriculum will amalgamate general education, specialist topic expertise, and pedagogical instruction.

The policy anticipates the creation of interdisciplinary teacher education institutes that will provide diverse educational courses, including early childhood education, special education, and vocational education.

The NEP underscores the necessity for ongoing professional development of educators to ensure them remain informed about the newest pedagogical techniques and technology. Educators will be mandated to participate in ongoing training and professional development programs.

The policy advocates for the creation and use of digital and online resources for teacher education and professional development. This entails the establishment of a National Educational Technology Forum (NETF) to promote the integration of technology in education.

The National Education Policy advocates for the creation of a national recruiting agency for educators to facilitate transparent and meritocratic hiring practices. It also advocates for a flexible and optimized teacher allocation strategy, contingent upon the requirements of schools and the availability of educators.

The NEP 2020 seeks to enhance the quality of teacher education and guarantee that educators possess the requisite knowledge and abilities to deliver superior education to pupils.

8.3.2 Teacher Education in USA

Three closely similar U.S. movements occurred in the early 1900s. Educational Psychology Movement. II. Child Study Movement III. Educational Measurement Movement Combining these three approaches led to a scientific approach to teaching. Normal School was being replaced by 4-year Teachers Colleges due to this new mindset.

Types of Institution in USA

Teacher training institutions in America may be classified into two categories:

- (i)   Public and
- (ii)   Private.

Public institutions are funded and regulated by the government, whereas private institutions are operated and administered by private entities. The majority of institutions are public due to the substantial costs associated with them, resulting in many private entities withdrawing from this sector.

When it comes to how they are run and organized, there are four different types of organizations that train teachers.

- (i) **Normal Schools**: The rise of the Normal School movement in the 1800s was very strong. These were mostly about training people to be elementary school teachers. The training took about a year to finish. There weren't many things they learned. They only went over standard school topics like languages, geometry, algebra, math, geography, and so on. (ii) The moral and mental growth of children; and (iii) Teaching principles and methods.

- (ii) **Teacher's Colleges**—In the second quarter of the 20th century, some Normal Schools were replaced by Teachers Colleges, which were more modern and forward-thinking places to train teachers. The movement gathered speed when it got backing from teachers, teacher educators, and many public groups, such as the National Educational Association. These colleges are only for teaching teachers. They offer integrated studies for elementary and high school for 4 or 5 years.

- (iii) **Departments of Education**—Departments of Education were made as parts of larger colleges and universities that focus on the liberal arts. The Iowa University was the first to set up a special school to teach teachers how to teach. It was called the "Department of Pedagogy." A lot of universities

and liberal arts colleges were motivated by its success to do the same.

(iv) Schools or Colleges of Education—The creation of university departments of education and liberal arts colleges sparked a new trend of schools and colleges of education becoming independent teaching schools.

Salient Feature of Teacher Education in USA

(1) No national structure exists for teacher education in America due to its diversity and flexibility. From High Schools and County Normal Schools to University Education Departments, several institutions provide teacher preparation programs with little consistency: An American educationist states that there is no single optimal approach to educate teachers or institution for the job.

(2) Equality of Opportunity – Men and women from all walks of life, affluent and poor, have easy access to teacher education institutes in the US.

(3) Cooperative Enterprise—Teacher education is a cooperative enterprise, not a monopoly. State agencies, local groups, teacher training colleges, universities, and liberal arts colleges collaborate.

(4) Total Development—Americans view education as the development of the whole person—physical, mental, moral, social, and intellectual. Thus, teacher preparation is comprehensive to produce the suitable person and teacher. The phrase "teacher training" has been replaced with "teacher education" due to the expanded definition of education.

(5) Integrated general and professional education courses seek to educate teachers as good people and effective instructors. These four- or five-year programs combine B.A. or B.S.C. with an education degree or certificate.

(6) Pre-service and in-service teacher education are complementary and equally necessary. Thus, teacher training is ongoing throughout their careers, not only at teacher training schools.

Objectives of Teacher Education in USA

1) In order to construct the program for the education of teachers in a manner that is consistent with the democratic worldview.

2) To give the student-teachers with an open atmosphere in order to facilitate the development of their personalities in a manner that is suitable.

3) To create both academic and practical understanding regarding the teaching and learning process.

4) To cultivate the abilities and competences of teaching, including methods, strategies, and instructional aids.

5) To have a specialized teacher-education curriculum designed specifically for instructors who work in distant education.

6) To cultivate sentiments among instructors and students, however this should be done in line with democratic forms of administration.

7) To tailor the teacher-education program to the specific requirements of the community. Each and every university in the United States of America has its own model of a teacher.

8.3.3 Teacher Education in UK

In the U.K. and other countries, teacher trainers are interested in how to combine subject and method in their programs to train teachers. Looking at how teachers are trained in different developed countries will help us understand their processes and do everything we can to bring them to India. The way teachers are trained in England hasn't come about because of a revolution or a big change. Instead, it's been shaped over time by habits and norms. Ward says, "There is no such thing as a general license to teach, and there is nothing in public or local law that stops anyone from opening a school." The standards for staffing and teaching skills are either set by custom, pushed by public opinion and government pressure, or not decided at all.

There are two types of teaching colleges in England.

(1) Old training colleges: These were opened and paid for by private religious groups in the past, but now almost all of their costs are covered by public funds.

(2) Those started by Local Education Authorities: These started in the early 1900s and were fully paid for by the local governments.

The Ministry of Education gives money to both of these types of schooling "colleges." The Ministry pays about half of the costs that private colleges have to improve, expand, or repair their buildings. The other half is paid for by the volunteer organizations that run the colleges.

Objectives of Teacher Education in UK

Following are the objectives of teacher education in UK

1) To give teachers an understanding of the intellectual, social, psychological, and economic bases of education.

2) To learn how to use teaching methods, techniques, and teaching tools effectively in the classroom.

3) To learn how to use action research to deal with problems that come up in the classroom.

4) To form the right kinds of thoughts and feelings for bringing the country together and understanding other countries.

5) To give pre-primary, primary, school, and college teachers their own goals for teacher education.

Classification Of Teachers and Their Qualifications

(1) Teachers of Primary Schools- In order to become a teacher in primary schools, candidate must be at least 18 years old and possess a general certificate of education. We provide a teacher training program that lasts for two years at our training institution.

(2) **Teachers of Secondary Schools-** The University Teacher Training Department offers a training program that lasts for one year and is designed for teachers in secondary schools.

(3) **Educators of Special Subjects –** Teachers who have separate training for art, music, physical education, and other subjects It is possible to obtain certificates from Royal Arts College.

(4) **Additional Education** – They consider their level of experience to be their training.

8.3.4 Teacher Education in China

Teacher education is a crucial component of the Chinese communist education system. Over the last 50 years since the establishment of the People's Republic of China, various levels of government have prioritized and meticulously attended to teacher education. China has developed a teacher education system that addresses the requirements of many types and levels of basic education. This system is tailored to the unique Chinese context and comprises autonomous teacher training institutions.

Teacher education in China has two components: preservice education and in-service training.

1. **Pre-Service Teacher Education:** Four-year teacher training institutions, including conventional universities and colleges, for educators of senior and junior secondary schools. Three-year Teacher Training Colleges (Teachers for Primary Schools). Secondary Teacher Training Institutions (Teachers for Early Childhood and Special Education Facilities).

2. **In-Service Education**: In service Teacher Education is Classified into Degree and Non-Degree Education.

   • Degree education includes not only the make –up education for in-service teachers without qualified certificates but also upgradation for in service teachers with qualified certificates.

   • Non-Degree education: Continuing education of primary and secondary school teachers.

The objectives of teacher education in China focus on several key areas to ensure the development of high-quality educators. Here are the main objectives:

1. **Cultivating High-Quality Teachers**: Emphasizing the importance of training teachers who possess strong moral and ethical standards, as well as professional competence.

2. **Continuous Professional Development**: Providing ongoing training and development opportunities for in-service teachers to enhance their skills and knowledge.

3. **Balancing Theory and Practice**: Integrating theoretical knowledge with practical teaching experience to develop reflective and caring teachers.

4. **Addressing Regional Disparities**: Ensuring that teacher education programs cater to the needs of both urban and rural areas, aiming to reduce the quality gap between different regions.

5. **Promoting Global Perspectives**: Encouraging teachers to gain international exposure and adopt a global outlook to improve the overall quality of education.

These objectives are part of China's broader educational reforms aimed at supporting its development as a knowledge economy and improving the quality of its education system. In spite of focused Teacher education, China faces several challenges that impact the quality and effectiveness of its education system. Here are some key issues:

1. **Teacher Shortages**: There is a significant shortage of qualified teachers, especially in rural and remote areas. This leads to larger class sizes and increased workload for existing teachers1.

2. **Quality of Teacher Training**: The quality of teacher training programs varies, with some institutions lacking the resources and expertise to provide high-quality education2.

3. **Overemphasis on Exams**: The education system in China places a heavy emphasis on exams, which can limit the focus on developing critical thinking and creativity in teachers.

4. **Urban-Rural Divide**: There is a disparity in educational resources and teacher quality between urban and rural areas, leading to unequal educational opportunities.

5. **Lack of Autonomy**: Teachers often face a lack of autonomy in their teaching practices, which can hinder their ability to innovate and adapt to the needs of their students.

6. **Professional Development**: Continuous professional development opportunities are limited, making it difficult for teachers to keep up with the latest educational trends and methodologies.

Addressing these challenges is crucial for improving the overall quality of education in China and ensuring that all students receive a high-quality education.

8.4. Check Your Progress

a. **What are the different types of teacher education institution in USA?**

…………………………………………………………………………..................................

…………………………………………………………………………..................................

…………………………………………………………………………..................................

…………………………………………………………………………..................................

b. Write down about the classification of teachers and their qualifications.

…………………………………………………………………………….....................................

…………………………………………………………………………….....................................

…………………………………………………………………………….....................................

…………………………………………………………………………….....................................

c. Describe the objectives of Teacher Education in India.

…………………………………………………………………………….....................................

…………………………………………………………………………….....................................

…………………………………………………………………………….....................................

…………………………………………………………………………….....................................

8.5. Let Us Sum Up

Teacher Education is a systematic and professional process designed to prepare individuals for the teaching profession. It encompasses both initial training and continuous professional development, aiming to equip teachers with the necessary knowledge, skills, and attitudes to effectively educate and inspire students. Teacher education in India is overseen by the **National Council for Teacher Education (NCTE)**. Programs aim to develop subject knowledge, pedagogical skills, and critical thinking1. The **National Curriculum Framework for Teacher Education (NCFTE)** emphasizes preparing professional and humane teachers. Challenges include adapting to modern teaching methods and managing diverse classrooms. In the UK, teacher education involves a mix of **initial teacher training (ITT)** and **ongoing professional development**. The **Department for Education (DfE)** oversees standards and reforms, such as the **Early Career Framework (ECF)**, which provides two years of professional development for new teachers. The focus is on improving teaching practices and student outcomes. Teacher education in the USA is highly decentralized, with each state setting its own requirements. Programs typically include **undergraduate degrees**, **certifications**, and **student teaching**. The **No Child Left Behind Act** and other policies have influenced teacher education, emphasizing accountability and student performance. Alternative certification routes and national board certification are also available. Teacher education in China is managed by the **Ministry of Education (MOE)**. Programs focus on **pedagogical training**, **subject knowledge**, and **moral education**. The **Teacher Education Reform Plan** aims to improve the quality of teacher training and align it with modern educational needs. Challenges include balancing traditional teaching methods with innovative approaches.

8.6. Keywords/Glossary

No Child Left Behind Act (NCLB)- The No Child Left Behind Act (NCLB) was a significant piece of U.S. education reform legislation that was signed into law by President George W. Bush in 2002. Its primary

goal was to improve the performance of America's public schools by increasing accountability for schools, districts, and states.

National Council for Teacher Education (NCTE)-The **National Council for Teacher Education (NCTE)** is a statutory body in India, established under the National Council for Teacher Education Act, 1993. Its primary objective is to ensure planned and coordinated development of the teacher education system across the country

Pedagogical Skills- Pedagogical skills refer to the methods and practices that educators use to facilitate learning. These skills are crucial for effective teaching and can greatly impact students' academic success and overall development.

Continuous Professional Development (CPD)- Continuous Professional Development (CPD) refers to the ongoing process of learning and development that professionals undertake to maintain and enhance their knowledge, skills, and competencies. In the field of education, CPD is particularly important for teachers to stay updated with the latest teaching methods, technologies, and educational research

8.7. Self-Assessment Questions

    1. State the objectives of Teacher Education in UK?

    2. What is teacher education? Explain it's nature?

    3. What are special features the Teacher Education system in the USA?

    4. What are different types of Teacher Education Institution prevailing in the China?

8.8. Suggested Readings

- Mohanty, J. (2003) Teacher Education. Deep and Deep Publications Pvt. Ltd., New Delhi.
- Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.
- Sharma, Shashi Prabha (2004) Teacher Education in India. Vikas Publications New Delhi
- Clyde Chitty (2002). The Right to a Comprehensive Education . Second Caroline Benn Memorial http://www.socialisteducation.org.uk/CB2.htm Lecture.
- Newsam, Peter. "Diversity and Admissions to English Secondary Schools", Secondary Heads Association, 28 June 2002, revised and reprinted in Forum 45:1 (2003) pp17-18.
- Brighouse, Tim. "Comprehensive Schools Then, Now and in the Future: is it time to draw a line in the sand and create a new ideal?", Forum 45:1 (2003) pp3-11.
- Teacher Education in India - objectives, challenges and the way ahead
- China - Teaching Profession - Teachers, Education, Teacher, and System - StateUniversity.com
- Teacher Education in China(I)
- TeacherEducationChapter4.pdf