COMPARATIVE EDUCATION

UNIT-I

a) Meaning, History, Purposes, Methods, importance and limitations of comparative education

It is an approach to compare different education systems as being practiced by different countries based on each country's educational philosophy.

It can be used through studying each country's educational policies, objectives, aspirations of the country's goals for development through provision quality education and expected manpower development.

Such examples include: development of curriculum, its stated broader goals, aims and objectives, developed modules, their methodologies/pedagogic approaches, and availability of essential teaching and learning materials.

Importance of comparative education:

It helps to determine strength and weakness of education in your country

It helps to improve teaching and learning process.

Help to improve education curriculum of the particular country

It improve teaching technique and method

Encourage friendship between two or more country

DEFINING COMPARATIVE EDUCATION

The history of comparative education can be traced from the earliest times of human history. For example, prehistoric human differentiated between the two genders i.e. between man and woman. In order for the human to improve his/her life comparison has been an important aspect in their life. In political settings, leaders have been inspired to yield equal or more power and authority in comparison to their neighbours. In education circles reformers and educationists have been comparing their system with that found in other countries in order to improve their own. In line with this thinking, then what is comparative education? Comparative education is a fully established academic field of study that examines education in one country (or group of countries) by using data and insights drawn from the practices and

situation in another country, or countries. Programs and courses incomparative education are offered in many universities throughout the world, and relevant studies are regularly published in scholarly journals such as Comparative Education, International Review of Education, International Journal of Educational Development, and Comparative Education Review. The field of comparative education is supported by many projects associated with UNESCO and the national education ministries of various nations.

Comparative education has been defined in different ways by various authors but what is common in the definitions is the emphasis on the use of data from another educational system. Getao (1996) defined Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems. Noah and Eckstein (1969) defined comparative education as follows: Comparative Education is potentially more than a collection of data and perspectives from social science applied to education in different countries. Neither the topic of education nor the cross-national dimension is central to any of the

social sciences; nor are the social science concerns and the crossnational dimension central to the works of educators. The field of comparative education is best defined as an intersection of the social sciences, education and cross-national study.

On the other hand, Sodhi (2006) has quoted various definitions as put forward by renowned comparativists, taking another angle than the above comparativists, who either defines Comparative Education as focusing on various education systems, such as Getao or as a interdisciplinary social science, such as Noah and Eckstein. This angle depart from the premise first formulated sir Michael Sandler (1861-1943). In a well-known lecture which de delivered in 1900, he contended that in studying foreign system of education it should not be forgotten that things outside the school matter even more than things inside; and that an education system is the.outcome of (societal) forces which have been operated over an extended period of time. Thus he opened a new way of conceptualising Comparative Education and foreign education systems, namely as the outcome of societal or contextual forces.

Isaac Kandel (1881-1965) took up Sandlers view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes

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behind educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies. It is not sufficient to know that education systems are different than ones own education system. It must explain as to why this difference is there. He believed in the theory of causation. This shaping factor of national education systems, he called "national character". The national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system. Kandel explains this approach of his elaborately in his book Studies in Comparative

Education, which was for many years the standard text of Comparative Education. Together with Jullien, Kandel is commonly called the "father of Comparative Education".

In his book, Comparative Education: a Study of Educational Factors and Traditions, Nicholas Hans (1888-1969) arrived at the following classification of three groups of factors influencing the educational development in countries:

i. Natural factors: race, environment and language

ii. Religious factors: Catholicism, Anglicanism and Protestantism

iii. Secular factors: Humanism, Socialism and Nationalism.

The operation of these factors he illustrates in his book with the examples of England, USA, France and USSR.

Vernon Mallinson agrees with Hans and Kandel about comparative education, laying emphasis on the societal contectual factors shaping education systems. To him comparative education means a systematic examination of other cultures and other systems of education deriving from these cultures in order to discover resemblances and differences

and why variant solutions have been attempted to problems that are common to al/.

George Bereday (1920-1983) has emphasized the importance of methodology Comparative Education, through which lessons (for

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improving the own, home education system) could be deduced from the variations in educational practices in different societies. In his classic book, Comparative Method in Education (1964) he describes Comparative Education as making sense out of the similarities and differences among educational systems. It catalogues educational methods across national frontiers and in this catalogue each country appears as one variant of the total store of mankind's educational experiences.

Phillip E. Jones, an Australian comparativist, too attaches importance to using the methodol of Comparative Education for educational planning. He notes that Comparative Education with its rapidly increasing resources and its hope for better methods seems admirably suited to

provide a more rational basis for the planning of education.

Edmund J. King (1914-2002), in his book Comparative Studies and Educational Decision is takes the planning angle, when he expresses the view that Comparative Education is a discipline, which systematizes our observations and conclusions in relation to the shaping of the future. To him this world now is no longer possible to find the solutions of any educational or social problem within that country and thus we are to look for it from other countries, cultures and societies. Comparative education serves this purpose to a considerable extent, at least in the world of education.

For over the past five decades, comparative education theorists have continued to define and redefine the field of comparative education and speculate about its future viability (Wolhuter et.a/. 2011). As the range of definations demonstrates, the field is diverse, fluid, and responsive to global shifts and needs. It also holds visible positions at universities worldwide. From the foregoing literature it is evident that comparative education does not have one agreed definition. The authors will give

the following as his working definition in this book that "Comparative education is the analytical survey of systems of education across national borders with a view of establishing similarities and differences". In this view the intention is implied to find the factors that are influencing particular education systems to be the way they are. This would involve analysis of the forces that make for resemblances and differences in a particular education system. The scope of comparative education involves the study of educational system or systems. This would involve aspects of structure, organization, curriculum, financing, adminis4 tration and educational problems such as repetition, dropout, access, urbanization and participation of various groups in education.

OBJECTIVES AND SCOPE

According to Harold J Noah and Max Eckstein (1993), Comparative Education has four purposes:

• To describe educational systems, processes, or outcomes.

• To assist in the development of educational institutions and practices.

• To highlight the relationships between education and society.

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

Comparative Education is often incorrectly assumed to exclusively encompass studies that compare two or more different countries. In fact, since its early days researchers in this field have often eschewed such approaches, preferring rather to focus on a single country. Single unit studies (i.e. studies focusing on one system of education) dominate Comparative Education research (Wolhuter, 2008: 326). Although this is an apparent negation of the comparative in Comparative Education, comparativists frequently advance several reasons why single-unit studies qualify as Comparative Education research. These include that such studies contribute to the field of knowledge of education systems, and that such studies hook onto general concepts employed in Comparative Education research. Still, some large-scale projects have made important findings through explicitly comparative macro analysis of massive data sets. These include the PISA and lEA studies. PISA

(Programme for International Student Assessment) was established in 1997. Coordinated by the OECD (Organisation for Economic Cooperation and Development) it undertakes regular tests of 15 year old pupils in the 65 OECD member states. The first of these tests took place in 2000. The objective is to improve educational policy and quality in these countries. Pupils are tested in reading, mathematics and science.

The lEA (International Association of Evaluation of Educational Achievement) is an independent international cooperation of national

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research institutes and governmental agencies, formed in 1959. The lEA conducts large scale comparative studies on educational achievement. Studies include the International Computer Information Literacy Study, the Trends in Mathematics and Science Study (TIMSS), PIRLS (reading literacy study), ICCS (civic and citizenship Education study) and TEDSM (Mathematics teacher education study).

The scope of Comparative Education could be viewed in the following

ways. First there is the subject matter/content perspective which covers the essential components of educational systems such as aims, content or curriculum, administration, financing, teacher education and structure. Secondly, there is the geographical unit/area study perspective which comprises intra-national, international, regional, continental and global or world systems studies and analysis. Intra-national studies involve studies done within a nation. The national studies may involve several nations within a region or a continent. Then there is also the ideological approach, which compares countries educational systems on the basis of differing political, social and economic ideologies that are followed. The national philosophy in a country influences the kind .of the education that is provided. This can further be affected by the political party manifestoes that propagate a particular ideology. The Socialist countries have used socialism as the main ideology that is followed in their countries and this has affected the education system in those countries. On the other hand Western countries have used several ideologies such as pragmatism, nationalism and democracy in furthering their educational ideals. The thematic scope focuses on

themes, topical issues or problems and compares them within one or more geographical units. This can further be done by analysing of a topical issue in education and understanding it. Lastly the special/ historical scope deals with the study of historical development of education.

RATIONALE FOR THE FIELD

Many important educational questions can best be examined from an international-comparative perspective. For example, in the United States of America there is no nationwide certificate of completion of secondary education. This raises the question of what the advantages and disadvantages are of leaving such certification and even the choice not to have such a public examination' to each of the 50 states.

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Comparative Education draws on the experience of countries such as Japan and France to show how a centralized system works, and what are the advantages and disadvantages of centralized certification. This information could then be used to improve the home or own education

system.

PURPOSE OF STUDYING COMPARATIVE EDUCATION

There are various reasons why Comparative Education should be studied by prospective teachers and reformers of education in any country of the world. The reasons are:

Description

The most basic utility of comparative education is to describe education systems/learning communities, within their social context, in order to satisfy the yearning for knowledge which is part of human nature. The most basic utility of Comparative Education is to describe education systems within their societal contexts in order to satisfy the yearning for knowledge which is sui generis part of human nature. Bereday (1964: 5) puts it that:

"The foremost justification for Comparative Education is intellectual. [Humans] study Comparative Education because they want to know".

• **Understanding/Interpreting/Explaining On the next level Comparative Education also satisfies the need to understand:** education systems are explained or understood from surrounding contextual

forces which shape them. Conversely if education systems are also shaped by the societal matrix in which they are embedded (and if education systems, in turn, shape societies and cultures) then the comparative study of education systems also fosters an understanding of cultures or societies. Noah's (1986) thesis of "education as the touch stone of society" is very topical here. In this respect the value of Comparative Education is very topical in times of multicultural societies and of Intercultural Education.

• **Evaluation** Comparative education serves the purpose of evaluating education systems: the own education system as well as universal evaluation of education systems. In the current age of competitive globalised world, the evaluation of the domestic

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education projects assumes even bigger importance-hence the

proliferation of studies such as the PISA (International Programme for the Assessment of Student Achievement) and IEA(lnternational Educational Assessment) studies, and the international

ranking of the universities. The universal evaluation entails how

well the education systems of the world rise up to the challenges

of the twenty first century world as well as an estimation of the

limits and possibilities of the societal effects of education.

• **Intellectual Comparative education** is an intellectual activity that

scholars can pursue to the highest level possible in the academic

ladder. They can pursue it in their masters and doctoral programmes. An individual can do this in order to enhance his/her

intellectual capacity concerning other systems of education with

the purpose of enlightment. This knowledge would help the individual to understand their education system better and that of

others with the intention of improving and solving problem in their

own system. Knowledge for its own sake is the sole ground upon

which comparative education need to make a stand in order to

merit inclusion among other academic fields.

• **Planning Modern societies** have come to appreciate the importance of planning. Various problems that are associated with

over-population, under production, diseases, economic nonviability, industrialization and social ills can be tackled through

planning. Planning requires careful formulation of objectives, establishment of priorities and the identification of the means to achieve those objectives. Since an educational policy affects millions of people, rational decisions need to be made so that the policy can achieve the desired results. Comparative education is also pursued to design anew education system, to plan education, and to reform education systems (Steyn and Wolhuter 2010). In reforming or improving the education system or in grappling with an educational issue, challenge or problem, one country could benefit from the experience of other countries that once had faced the same problem, could reveal the full extent and implication of the problem and possible contributory causes; and could also suggest possible solutions to the problem. This call for proper planning that comparative education can provide a

helping hand.

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• **Practicability** We are living in a practical age in which education is regarded as a consumer good. The pattern of education, which loses its practicability, goes on being replaced by such patterns, which have practical utility. Those patterns of education that have no practical utility are being reformed. For example, in United Kingdom the state supported primary schools whose objectives was to teach the masses how to read and write, so as to enable them work better in the industrial society. These systems have survived with modification and improvements. In the former USSR and China work experience was emphasized and was very much reflected in the curriculum. In United States of America, comprehensive schools on the principle of utility and practicability have replaced grammar schools. In Kenya the education system was reformed in 1985 with a view to make it more practical. There were various arguments that had shown that the education

system was more elitist and had no practical utility to the pupils involved. The problem of reforming an education system to make it more practical and of utility must be studied for solutions and this can be done better through the study of comparative education. More over, recently there have appeared a number of publications proclaiming the value of Comparative Education in assisting the teachers to improve his/her teaching practice. Comparative Education can assess the track record of particular teaching methods in particular contents. Not the least significance is the value of assisting to improve teaching practice in multicultural classrooms.

• **Humanitarian viewpoint** The original inspiration source of the scholarly field of Comparative Education, the philanthropic ideal of the time of Jullien (1775-1848) remains the most noble cause in comparative education. Serving and improving the state of humanity is in the current age of qlobafisation more urgent than ever by nurturing a global citizen, equipped with a creative, critical and caring mind set. The current world is characterized by

increasing problems that are affecting the human population in various ways. Many parts of the world are or have recently been affected by wars, such as Iraq, Togo, Liberia, Sierra Leone, Durfur region in Sudan and Democratic Republic of Congo. The problems experienced in these countries do affect their neigh9 bours and other countries of the world in various ways. For example the Gulf War of 1991 affected the world oil prices just as had happened in 1971 during the crisis in the Middle East. This episode was later repeated during the war between the United States of America and Iraq in 2003. Since the Universal Declaration of Human Right by the United Nations assembly in 1948; people have aspired for peace, freedom, equality and a better life. Education has been highlighted as a human right and need to be accessed to all irrespective of age. Most of the countries in the world are aspiring to provide education to their masses. Countries like Kenya, Nigeria and Uganda are providing universal primary education. However, the economic and social

implication of providing education to the masses is not well known. Nations need to co-operate in order to create better world. Therefore, the knowledge of each other education system is necessary and can better be acquired through comparative education.

• **Education problems in world perspective** Most countries of the world have identical problems in their educational perspective. Therefore, it is possiblefor them to learn lessons from each other on how they resolved a particular problem. For example when Kenya was implementing her free primary education in 2003, Nigeria could have provided some of the clues of the problems, which were to be expected, and the solutions to them. Uganda, a close neighbour to Kenya also implemented her universal primary education earlier and she could have provided Kenya with practical solutions on how she managed her problems. Other lessons could have been learnt from Cuba on how she managed to obtain total literacy while India has problems in achieving it.

These countries can provide important lessons to Kenya during her implementation of free primary education. Also, one would want to know how nations have struggled to establish media of instruction. The comparative approach would yield a deeper understanding of educational problems and their solutions. In this era, the purpose of Comparative Education would be better understanding of the changed circumstances and to have better equipments to fulfil the new responsibilities. This will help in understanding of why some countries education systems are ,

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progressive while others are backward. The administrative system of the land influences the state of the educational system.

For example the administrative machineries of Switzerland, Canada, U.S.A. and Japan are combined with local autonomy and decentralized control. Consequently, in the educational system of these countries, we find a reflection of their political philosophy. Thus the political philosophy and administrative systems of various countries determine the administration and

control of education.

• **Innovation in education** There are many innovations, which are being introducedto education today. The development of technology has facilitated new methods of organizing learning. For example the use of Radio and Television to deliver knowledge, use of other aspects of the media, Open University, African Virtual University (AVU) and computer assisted distance learning has been introduced to education. All these have facilitated education in a comparative context. The U.S.A. system has facilitated the spread of innovations in education in the world. In most of the developing countries distance education with the use of computer assisted learning is viewed as the panacea of educational access and the associated problems. In this regard the main problem to scarcity of qualified teachers in most of the developing countries would be whether the new technology would replacethe real teachers in the classroom settings.

• **Economics of education** Much of the massive expansion in the provision of education since the middle of the twentieth century

took place on the basis of the belief that the provision of education results in economic growth and increased economic productivity. In the recent year's research has generated the realization that the spread of education is positively correlated with increasing productivity. For example the former U.S.S.R. set out to improve her economy by taking as a first step the eradication of illiteracy. Also, all the developed countries have progressed by investing more in education. On the other hand most of the developing countries have generated the problem of educated unemployment or brain drain by improving their education systems. The belief inthe value of education as instrumentto effect economic growth took off in the second half of the twentieth century. This belief was spurred by the publication of a book and the formulation of a new theory. F.Harbison and C.A.Myer published their book Education, Manpower and Economic Growth in 1964. This book was based on a correlation between educational enrolment ratios and the level of economic development of 75 countries in the world. In 1961. Theodor W. Schultz,

in his presidential address to the American Association of Economists, explained his theory of human capital. This theory, for which he was awarded the Nobel Prize for Economics in 1979, saw education as a productive investment, and no longer as a consumption item as it has been seen in history up to that point in time. This theory resulted in a revolution in Economic thought and in thought in Education alike (cf. Sobel. 1982). While the subsequent experience of more than half a century of educational expansion has proved this belief in the economic returns to educational investment very naive and simplistic, and economic expansion should not be the only reason for the provision and expansion of education; much of the expansion, in education worldwide takes place in the belief that education will effect economic growth, and can countries learn a lot from each other regarding the use of education to effect economic growth.

- **Education for international understanding**. International understanding is a central purpose for studying comparative education. The two world wars made man to seek even more seriously the

various ways of promoting international understanding. United Nations Educational Scientific and Cultural Organization (UNESCO) have recognized that wars begin from the minds of men. Therefore, in order to stop another war from occurring international understanding is essential so that national pride can be curtailed in the people's minds. This was the spirit of the League of Nations in 1921; International Bureau of Education in 1925 and Commission of Intellectual Cooperation in 1926. To deal with labour problems and education, International Labour Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) have been established. The declaration of human rights by United Nations Organization (UNO) as a way of enhancing peace has contributed to international understanding. Unilateral and multilateral co-operation programmes

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have been developed to promote international understanding. Education is seen as the possible way to enhance international understanding. To understand other nations of the world, their

philosophies of life, education, culture and sociology and to understand the forces, be they geographical, cultural, local and religious influencing their life, to know more about their customs, traditions and culture is absolutely essential. An understanding of how these cultures are affecting education systems, and how these cultures are shaped by education is important for the development of clear concept of internationalism. Exchanging students, teachers and other social workers is intended to promotethe international systems of education.

• **Relax national pride** This is necessary for combat feelings of superioriority, especially among, the populations of countries technologically and economically developed and with military prowess. They need to understand that other countries are essential for their sustenance and therefore have to work for mutual benefit of each other. As Kubow and Fossum (2007), comparative thinking and international perspectives taking are essential for citizens to get along in diverse, global society. Comparison challenges students to suspend judgment of these

foreign systems that they might base on their limited and localized perspectives. Through the development of comparative thinking skills, students should be able to undertake analyses of their home cultures and systems with a more nuanced understanding of various cultural factors at play. Comparative education also encourages students and educators to ask, "What kinds of educational policy, planning, and teaching are appropriate for what kind of society?" The field of Comparative Education focuses our attention on what might be the appropriate and inappropriate policy, while fostering awareness of the ideologies underlying educational practice. Hence, comparative study can also cultivate a political consciousness.

It has been explained above that Comparative Education studies operate on different geographical levels. The utility and value of Comparative Education at the different levels of the global level, the

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supra-national, the national, the sub-national, the institutional, the class and the individual level will now, in conclusion be illustrated.

On a global level, the significance of Comparative Education has been raised by the phenomenon of globalization. For example, according to Larsen et al. (2008: 148) and O'Sullivan (2008: 140) globalization has resulted in a renaissance of Comparative Education in teacher education programs at respectively Canadian and Irish universities. Comparative Education identifies and describes world trends and movements in education (Tretheway, 1976: 34). Forces of globalization have acted upon education internationally, creating greater uniformity and standardization (Philips & Schweisfurth, 2006: 42). Planet-wide societal (economic, political, social and technological) forces have come to shape education, and need to be taken cognizance of in order to understand education. Comparativists involve themselves in the universal evaluation of education systems globally La. by assessing how these systems live up to global trends and challenges of the twenty-first century. The Millennium Developmental Goals and the campaign for Education for All are global education policies. Similarly, global initiatives such as universal adult literacy, the Millennium

Development Goals and Education for All call for the expertise of comparativists to assist with educational planning in order to achieve these

goals. In the global village taking shape, other fields/disciplines of

educational studies, such as Philosophy of Education, History of Education and Sociology of Education are transcending any parochialism

and constructing global frames of reference. The refinement of such an

edifice creates another niche for Comparative Education to use by

enunciating the relations and interrelations between global society and

education, and by explicating the remaining roles of context in shaping

education. Current world wide trends such as the information and

communication revolution, the technological revolution, and the neoliberal economic revolution at the same time hold the possibility of

dragging humanity in the twenty-first century to new, unfathomed

depths, and the promise to uplift humanity to unprecedented planes;

placing at the door of Comparative Education the assignment of helping

education to steer the world towards the latter.

The most obvious current example of the significance of Comparative

Education on the supra-national level is with respect to the nascent European Union. Therefore, for instance, a~the University of Athens a

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course called "European Integration: An educational challenge" exists, explicating and explaining to student teachers the uniformisation of education in an integrated Europe (Popov & Wolhuter, 2007: 367). At the African University of Zimbabwe, Comparative Education is taught as part of the courses "African Studies I and II", elective courses open to students from any faculty (Machingura & Mutumeri, 2006: 94). The aim of Comparative Education in these courses is to explicate education within the context of the African continent. According to Bray and Thomas (1995: 474), a substantial amount of literature focuses on the nature of educational provision in different regions of the world. Such regions include, besides the European Union, also for example the Balkan States, South Eastern Europe. Regional units are constructed on one or more (educational or contextual) characteristics common to the region. Such characteristics obtain increased significance if they distinguish the particular region from other regions. Characteristics can

include level of educational development, goals of education, forms of educational administration, institutional fabric of educational institutions,

or contextual characteristics such as political organisation, colonial history, cultural origin, or level of economic development. For a complete understanding of national systems of education and individual institutions, it is necessary to turn to regional forces. Regional foci also enlarge the geographic range of educational planning and philanthropic activities.

The level of the nation-state is, of course, the level at which the overwhelming majority of published Comparative Education studies occurs

(cf. Wolhuter, 2008: 325). Here Comparative Education studies describe and explain (from societal forces shaping education systems) national education systems. There is a wide-spread contention among comparativists that the study and comprehension of foreign education systems facilitates a fuller understanding of the own education system (Mallinson, 1975: 10; Phillips & Schweisfurth, 2006: 14). In a recent survey of students' motivations for studying Comparative Education,

Comparative Education students in Bulgaria cited that it will assist them in comprehending their own national education system (Mihova, 2008). Comparative Education research assists with the evaluation of national education systems. lEA and PISA study results, for example, are published in the form of national aggregates. Comparative Education research invokes the educational experience of foreign countries to

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guide educational reform projects in the home country. National level studies in the field of Comparative Education can also be of value to other fields of educational inquiry. Combinations of national, political, social and economic forces result in configurations of societies

discernible at national level, and by explicating such national educationsocietal interrelationships, Comparative Education yields valuable information to the field of Sociology of Education. It is when an education

system requires a nation-wide change that Comparative Education

serves the philanthropic ideal at national level. Many studies of institutions such as IIEP (International Institute for Educational Planning) are,

for this reason, on a national level.

Current worldwide societal trends of the demise of the once omnipotent nation-state, the resulting decentralisation, and the rise of multicultural societies, bring the sub-national category as level of comparative analysis to the fore. In Germany, for example, the challenge of the educational handling of the substantial number of immigrant (guest worker) children, in the second half of the twentieth century played a pivotal role in the rise of Comparative Education as a field of teaching in German universities and in the rise of Comparative Education as an organised field of scholarly inquiry in Germany - in fact, the name of the German Comparative Education Society is Sektion International und Interkulturell Vergleichende Erziehungswissenschaft (Section of International and Intercultural Comparative Education) (Waterkamp, 2008:

66). A paradigm such as feministic studies reveals the experience of women in education, and understanding this experience is the first step towards re-designing education systems and teaching practice to rectify any wrong. It is also by assessing equity in educational systems, not

only with respect to the trinity gender, ethnicity/race and socioeconomic status, but also with respect to other, newer, contemporary dimensions of diversity, that Comparative Education plays its part in evaluating education systems. A more positive message emanates from studies in the paradigm of cultural revitalisation. The cultural revitalisation paradigm focuses on deliberative efforts by members of a society to create a more satisfying culture, both at local and national levels, by means of educational initiatives (Paulston, 1977: 390). An example is Mojab and Hall's (2003) study of a Kurdish University in Iran. AI these sub-national level studies promote the pursuit of social justice as part of the philanthropic ideal.

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Turning to the level of the institution, the paradigm of ethnography (focusing on the culture of a particular educational institution), a fuller description of a school or other educational institution could be obtained, as well as a more complete understanding. The same applies to the paradigm of critical ethnography. Maseman (1986: 11) defines critical ethnography as studies which use a basically anthropological,

qualitative, participant-observer methodology, but which rely on a body of theory derivingfrom critical theory for their theoretical foundation, i.e.

conflict theories, with the emphasis on power relations in society. The method is mainly participant-observation small scale, but in order to understand the culture and the life of the actors involved, such a study is then placed finally within a wider theoretical framework of reproduction in which the researcher can make statements about the researchthat they themselves would never say.

In the competitive globalised world of neo-liberal economies ("survival of the fittest") and decentralisation of power to individual schools, the evaluation of individual schools and lessons that schools can take from best schools internationally assume ever bigger importance. Holik (2008: 81), for example, linked these to the rise of Comparative Education in post-1990 Hungary. There is strong pressure on schools to attain better results (Fidler, 2002: 1). In assisting schools in this regard, Steyn and Wolhuter 2010) have used their Comparative Education expertise to develop a model for strategic planning in schools. The

model has been successfully implemented in a number of schools assisting them to improve and to obtain better results.

On the level of the class, once again the paradigms of ethnography (studying the culture of a particular class) and of critical ethnography, as well as the paradigm of ethnomethodology (studying the social dynamics and norms within a particular class) can be valuable in knowing and understanding what is happening at class-room level.

Claire Planel (2008) makes a convincing case, illustrated by an empirical study of 10 student teachers from England doing their teaching practice in France, that Comparative Education in teacher education courses should be reconstructedas Comparative Pedagaogy (Pedagogy is understood to mean the theory and practices of teaching). In times of increasing multicultural classrooms, comprehensive schools and inclusive education, Planel argues that Comparative

Pedagogy is useful and relevant for teachers as it helps to enhance teachers' understanding of children of diverse socio-economic and cultural backgrounds, and thus culminates in more effective teaching

and learning, in view of the importance of teaching to have resonance with, to be linked to the life-world of the students.

In an age of individualisation and human rights, the individual level is destined to assume ever increasing importance in Comparative Education. It is here where the paradigms of phenomenology and phenomenography come into play. Phenomenology limits the scope of ethnomethodology even further, from the classroom to the individual. Individuals and their experiences of situations and contexts, and especially the meanings they attached to these situations and contexts are studied. An example is Milligan's (2003) research on how education influences the forming of identity under Philippine children. Phenomenography (a method, which was established by Tenorth Marton and

his research associates in Sweden), as phenomenology attempts to reconstruct individuals' experience and attachment of meaning to phenonema, but unlike phenomenologists' strict limitation to each individual's experience and attachment of meaning as being unique,

phenomenography goes over to attempt to classify individual experiences and attachment of meaning. An example is Brew's (2001) study on

how seniors experience research. The philanthropic ideal ultimately means the maximum quality of life for every individual, hence the significance of comparative studies at the level of the individual.

The above explicated (potential) of Comparative Education amounts to a tall order, a by no means insignificant assignment; contributing to the coming to fruition of the ideal that every one of the global population of 7 billion people receives an education ensuring quality of life for him/her. As mapped out in the previous chapter, there is huge scope for the evolving field of Comparative Education to expand, to rise to the occasion.

5 Important Methods Used For Studying Comparative Education

The Quantitative of Statistical Method:

The study of comparative education we analyse the similarities and factors inherent in the education systems of various countries. Hence, it

is necessary to use the statistical method for finding out the progress or decline of education in a country.

In this method various type of educational data are collected about a country. For example, the data about the number of students at a certain stage of education, expenditure on them, the percentages of passes and failures at various stages of education, expenses on teachers' salaries, school buildings and other items are collected, and the same are compared with the identical data of another country. Thus the progress or decline of education in any country is statistically analysed.

But the greatest difficulty of the statistical method is to procure reliable data. Generally, due care is not taken in the collection of data. Consequently, many of them are false. Another difficulty in this connection is that the various educational terms used in different countries do not connote the same sense. Therefore, their statistical analysis is falsified.

Moreover, through the statistical method we cannot understand the educational characteristics that are the result of social, cultural,

economic, political and religious situations of a country. Evidently the use of the statistical method is very limited.

2. The Descriptive Method:

This method was used in the nineteenth century because the main purpose of comparative education then was to incorporate the good points of another country. For this, a detailed description of educational affairs of another country was necessary.

So many educationists presented detailed descriptive accounts of educational systems of other lands. John Griscom of U.S.A. is worthy of mention in this connection. In 1918-19 he visited Great Britain, France, Holland, Switzerland and Italy and wrote a book entitled “A Year in Europe” describing their educational systems.

An attempt was made in U.S.A to incorporate some of the special characteristics of the educational systems as described in this book. In 1831, Victor Cousin of France published a Report on the educational system of France. Some of the educational characteristics of Prussia as described in this Report were imitated in Great Britain and France.

Victor Cousin did not make a comparative study of educational systems of other lands in his Report.

Therefore, his Report could be evaluated by only those persons who had a good knowledge of educational systems of other countries. Thus, in the nineteenth century only those people were able to understand comparative education that had a good knowledge of educational system of their own country.

Matthew Arnold of Great Britain and Horace Man of U.S.A did some work in the area of descriptive method. Mathew Arnold studied the educational systems of France and Germany and published a report about France in 1859 and about Germany in 1865.

Mathew Arnold in his description drew our attention also to those factors which distinguish the educational system of one land from that of another. Sir Michael Sadler and Paul Monroe followed Arnold's method. Thus, the study of comparative education became better organised.

Horace Man visited Germany, Ireland, Great Britain, France and Holland and in 1843 published a Report on the educational systems of these countries. Horace Man in this Report pointed out the special

characteristics of the educational systems he had studied and also mentioned the specific element that should be imitated by others.

hus in his descriptive method Horace Man paid attention to the evaluation of the characteristics and their utilities. As a result, the later educationists also paid attention to the evaluation and utilities of characteristics of educational systems of other countries.

Henry Bernard, between 1856 and 1881, published thirty one volumes of "The American Journal of Education". In these volumes he described the educational systems of the various states of U.S.A. and of many foreign countries. And so he placed before us standard data. In this process he also interpreted the historical background of each educational system he described.

In his study of comparative education, Michael Sadler emphasized the point that we should study all those national factors that influence the educational system of a land and are responsible for its development and decline. He considered the study of comparative education as useful for one's national system of education.

The above account indicates that the descriptive method of comparative education was advocated by those educationists who wanted to promote and popularise the study of comparative education.

3. The Sociological Method:

In the sociological method the educational problems are studied in a social context. This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations.

Hence the educational problems of a country have their origin in some social problems and they do not exist by themselves as there is a close relationship between education and society.

The sociological method of the study of comparative education does not emphasise only the past causative factors, but also those social and cultural aspects which may be responsible for the problem.

It may be mentioned that the educational system of a country becomes useless when it does not run parallel to the social situation of the country and the aspirations of the people.

The education in India as obtained during the British rule may be cited as a case in point, because the same did not satisfy the social needs in the country or the aspirations of the people.

Hence the establishment of Kashi Vidyapith (Varanasi), Jamia Milia, Delhi and Visva-Bharti, Bolpur (West Bengal), in the country.

The sociological method suffers from the limitation that it ignores the contributions of individuals towards the growth of education. We know that in each country there are some individuals who have contributed immensely towards the growth of education in their countries.

3. The Historical Method:

In the historical method we study the modern educational problems. This method reveals the basis on which the modern educational system is based. Needless to say that this knowledge may help us in eliminating undesirable elements in the system and further strengthening the desirable ones.

It will be wrong to think that we employ the historical method only to know the past in order that we may understand the present better. In fact, our purpose is also to improve the future by hinting at those factors which may be more useful.

In the historical method we try to understand all those geographical, social, racial, political, religious and linguistic factors which influence the educational system of a country. Nicholas Hans, Schneider and Kandel have emphasized this method.

But one of the great limitations of the historical method is that the data on which we base our study may not be reliable because in the collection of the same, due care is not observed. Therefore, conclusions derived cannot be very useful.

We have to keep in mind that the historical materials about educational systems of various countries are generally not very reliable. This limits the utility of the historical data. Hence more research is needed for making them reliable.

Another difficulty with the historical method is that historians generally are not impartial in their accounts. They want to conceal undersirable elements about the history of their own country and look on facts relating to other countries with prejudice.

Thus, the truth is not known. Consequently, by the historical method we cannot reach the right conclusions. The third difficulty of the historical method is that the past is unduly emphasized. Consequently, the study of comparative education becomes unbalanced

5. The Analytical Method:

In the foregoing pages we have remarked several times that the educational system of a country has a close relationship with its social, political and economical conditions. It is because of this relationship that a comparative study has become necessary. In any comparative study we have to use analysis.

Because through analysis we can separate the various elements and understand the importance of each independently. Analytical method can be useful only when the social and educational organisations are

compared. For this comparison the following four factors are necessary—

1. To Collect Educational Data:

To collect all the educational information through descriptive and statistical methods is necessary for analytical method.

2. Interpretation of Social, Political, Economic and Historical Data:

This is necessary in order to understand similarities and differences found in the educational systems of various countries.

3. Determination of Standard for Comparison:

After finding out the similarities and differences of the various educational systems, we have to compare the same according to certain standards. It is the business of the analytical method to formulate these

standards. Political philosophy, aims of education and the method of control of education may be cited as some standards for comparison.

In the context of these standards, we shall understand the similarities and differences of educational systems of various countries. For example, we can say that since there is a difference between the political philosophies of India and China, therefore, we find differences in their educational systems.

4. Interpretation and Conclusion:

On the basis of the above three aspects we interpret the collected data and reach certain conclusions on the basis of comparison.

Limitations of the Analytical Method:

The above account indicates the utility of the analytical method but this method suffers from the difficulty that in the process of analysis no adequate attention is paid to the totality of the educational systems.

The analytical method is prone to close our eyes to this inherent similarity. Therefore, in the study of comparative education the necessity of synthetically method has been conceived. We shall study this method below.

The Methods of Synthesis:

We have already noted that in the study of comparative education, international point of view is now considered important. The method of synthesis emphasizes this point of view. In this method the problems of education are studied on an international plane. Edmund King in his book “World Perspective in Education” has advocated this method.

When we study the problems of education of various countries, we find some universal truths in their inherent differences, because there is much similarity in the needs and aspirations of the people of the world.

Limitations of Comparative Education:

It may sometimes be difficult to find the same types of data for the groups or cases for making a true comparison.

- The accuracy and source of the data may need to evaluated and verified to ensure reliable findings.
- Only true experimental research can definitively determine cause-effect relationships. Findings from comparative research should be reported as showing a “possible effect” or a “possible cause”.
- There can be several reasons why variables are related to each other and may be difficult to pinpoint the exact reason.
- Groups or cases must be carefully chosen to control for extraneous variables. It is best to ensure that the groups or cases are similar in regards to extraneous variables to reduce their potential impact.
- The groups or cases are chosen from a predetermined subset and not selected randomly. This negatively impacts the ability of the research to generalize the findings.
- Especially when working with a cross-national comparative study, gaining access to comparable data may be an issue. For some cases, the comparable data from a particular country may not exist or may have been destroyed. It may be necessary to form an international team comprised of members from all countries involved in order to gain access to the needed information. There can be many problems and challenges associated with building a managing such a team.
- Language barriers may be an issue in cross-national studies.

- Comparative education requires that the research make presumption that the independent variable has the same consequence every time.
- In some cases, the direction of causality may be disputed and must be considered by the researcher. Comparative studies also do not account for situations where multiple causation is possible.

The correct classification of events, cases, groups, or individuals into categories for comparison is a key concern in the comparative method because the classifications developed determine the subsets from which cases or groups are drawn for comparisons.

CHALLENGES IN COMPARATIVE EDUCATION

i) Challenge of Definition;

The first challenge relate to the definition of comparative education as an area of study. As noted earlier various scholars define comparative education differently depending on their orientation. One big challenge among the scholars in relation to defining comparative education has been whether it should be defined by its content or method. Indeed to date scholars are still divided on whether comparative education is a field of study or just a method of researching on educational issues. In many universities in the developing world, the subject is seen just as a subset of history of education or sociology of education and is often

taught by educational historians or sociologists. However the University of Nairobi has endeavored to train comparative educationist of which the author of this book is the first graduate. Other students are currently studying comparative education at the post graduate level and with time there will be scholars of comparative education trained in Africa. It is worth noting that, today many universities in Africa are offering comparative education as a core unit in graduate teacher education training as recognition of the fact that comparative education is a discipline in its own right, whether defined from the point of view of its content or its method.

ii) Challenge of Comparability

Most issues in comparative education are linked to the social, cultural, political, and economic realities of particular countries. These are further related to issues like equal opportunity, curriculum relevance among other issues which are all interpreted differently in different cultures and educational systems. In consideration of these different interpretations it becomes tricky and sometimes misleading affair to make comparisons of educational system and issues across national boundaries. For an effective comparison to be made, it calls for an understanding of all the parameters to be considered in comparison to have where possible one

meaning and interpretation. This is only possible if one understands the various cultural and social contexts of the educational system.

iii) The challenge related to Method.

Over the years, some of the analytical tools used in the study of comparative education have been in most cases considered to be primitive as compared with the tools currently being used in other social inquires. For example, the use of questionnaires sent through post office prove to be unsatisfactory in that unreliable data is likely to be provided because of different interpretation given do different levels of education and the understanding of the purpose for which the data are collected. In other instance some of the social inquiries are difficult to use because of time and expanses involved. Also in comparative education different issues require unique methods to address them. As is with other social sciences, each study will require a specific method of study and as such comparative education faces the challenge of choice of method of approach in addressing educational issues and process being studied. A scholar in comparative education has a wide variety of methods from which to choose from and making the right choice often proves to be a big challenge in the study of comparative education.

iv) Challenge related to Subjectivity of Analysis.

In many studies, there is a human tendency to view issues with ones social background. Since we all come from various social backgrounds, some from the primitive, conservative and sometimes rigid, while others come from the modern, open minded and move receptive to changes. The social background brings with itself divergent views that are of comparative nature. As such, when people are not natives of the countries where the study is being taken, they tend to have biases and this poses challenges in comparative education since it results in subjectivity of analysis of the educational issues. All studies ought to be objective rather than subjective for that is the essence of every study even in comparative education.

v) Challenge related to Culture and Language.

Quite often than not, ones social background is greatly influenced by ones culture and language. Every country or regional of the world has its

own culture and language. These in themselves pose as challenges in comparative education study since there is always a need for fresh studies as one moves from one cultural language group to another. In order for one to have a very good understanding of the issue of study, it will require him or her to employ a thorough examination of the terminology to be employed and used in the study. This is because any terminology used need to be clear to make the study meaningful and useful to the stake holders. Any ambiguity of terminologies may render the study useless and meaningless. Clarity of terminologies in terms of culture and language is of uttermost importance in comparative education studies.

(vi) Challenge related to the Dynamic Character of Education.

The character of education is often said to be dynamic because of the parameters that influence it. For example, it is impossible to find two different communities or societies or even countries which are at the same stage of development. The difference in stages of development of various countries of the world makes it almost impossible to compare two different systems of education. In regard to the time aspect, it is sometimes difficult to access the collected data on good time and this result in outdated data that is collected even before comparisons can be

made. New discoveries are also made on daily basis and this influence the type of education offered in different parts of the world. In the so called first world or developed countries, new knowledge that is discovered is disseminated easily and quickly because of the development in technology. While in the so called third world or the developing countries they tend to lag behind in terms of embracing new knowledge. All these and others which influence the character of education, remains as a challenge in comparative education.

(vii) The Challenge of National Character

Just as education has its own character, so does each country have its own national character. In education theory and practice, we cannot understand the education system of a country without sufficient knowledge of the physical and social context, within which the educational system operates.

The character of a nation remains a challenge to comparative education because it influences the educational aims and content of that particular system. Many studies in many countries show that the national character is determined to a large extent by both physical and social environment.

According to Michael Sadler a renown comparative education scholar said that "things outside the school often influences things inside the school". When he talks of things outside the school system he has in mind, geographical, social-economic, historical, religion, technological and cultural environment. These aspects are the ones which shape the national character. As issues, they become important for our understanding of our educational system because they are what determine the national character which in turn influence or determine the education cum school system of country.

(viii) The challenge of Cost and Time.

Comparative studies by and large require substantial amounts of money and more real time. In conducting comparative studies, one requires relevant equipment, traveling, and assembling data from foreign sources. Obtaining the relevant equipment as well as traveling costs to collect reliable first hand data often prove to be enormous. This is why most comparative studies are done either through correspondence or through documentary analysis. This also is not assumed to be cheap. Because of these challenges and others, most universities and especially in developing countries find it increasingly difficult to allocate adequate

funds for comparative research. This therefore remains a big challenge to scholars in comparative education.

b) Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

A national system of education is often defined from the perspective of formal education system. This includes institutionalized formal education from early childhood education, primary education, secondary education, tertiary education and university education. The informal and non-formal education subsets are often assumed to be part of the formal education and if not ignored altogether, they are given little attention. However, it is important the national educational system should be wholly inclusive of all the subsets of the educational system, that is, formal, informal and non-formal education.

In light of this simple understanding of a national system of education, it is important to note that, behind every system of education, there are factors or features that determine or influence and hence shape each one of the system. However, the national character of a given system of education is never determined by one factor, but rather a combination and interweaving of several factors. Some factors are dominant in one particular system while in another system, they would be less dominant.

Consequently national factors of a country are closely related with nationalism and national system of education. As such, in the study of comparative education we should study the factors which make the education of a country national. These factors include geographical, economic, social, cultural, historical, religions, political, language and technological. In this chapter we shall study some such factors;

1) Geographical Factors.

The geography of any particular place is often natural, which means that it is undefined by man. Man in this respect ought to behave in accordance with the geography and nature in particular. In this regard the education system cum school system is influenced by the geography of the particular region. By and large the geography of a particular area dictates the type of building and equipment, means and methods of transporting children to school, school going age of pupils among others. However, there are three major geographical aspects that influence the educational system directly. These are, climatic conditions, population distribution and land configuration. In regard to climatic conditions they influence the system of education in terms of ,content of education depend on the continental climate, for example, training of doctors in the tropics is likely to emphasize more on tropical disease like malaria.

Extreme low temperatures in Continental Europe, affects accessibility to school by young children. Temperatures also affect the time at which schools can reasonably begin in the morning and when they end. In Norway, for example, the sun does not rise during winter until ten o'clock in the morning and often temperatures fall to negative 20 degrees. Thus in the Scandinavian countries there are no infant schools or early childhood education departments in some schools because of extreme temperatures. Climatic conditions also influence the education system in relation to time of vacations. In North America and many countries in Europe take school vacations during cold winter and others during hot summer. In hot climatic conditions especially experienced in arid and semi-arid areas, learning often takes place during morning hours when it is cool. When it is hot in the afternoon very little learning takes place due to excessive heat.

In regard to population distribution, which is often as a result of geographical influence also affects the educational system. Generally worldwide, population is either concentrated in the urban centers, or scattered in the country side. For example Australia has two systems of education, that is, one for the urban areas and the other for rural areas. In the urban areas there are well-equipped schools with adequately qualified teachers and administrative personnel. While in the rural areas, schools are small with one teacher for ten up to forty students. This is

because farms are far from the nearest schools and daily attendance is difficult. Therefore the central government is responsible for their administration and financing. The government also provides the means and organization of correspondence, tuition and traveling teachers. As such most students receive education through correspondence and occasional visits by the traveling education inspectors.

In regard to land configuration, this also influences the education system in terms of architectural structure of farm houses, school buildings, village location and also the whole way of life and thinking of people because of the rigours of the climate, in some cases, because of closeness of family ties, boarding schools for children are non-existence, except for the few who come from far and inaccessible places on daily basis. By and large land configuration determines settlement and location of schools.

2) Economic Factors.

The type of education largely depends on the economic strength of any country. Also the economic factor determines the content and method of

an education system. It is important to note that formal education is often possible where production exceeds consumption. In indigenous traditional education people were trained depending on the economic conditions and needs of the community. From an economic perspective, expenditure on education refers to the amount or percentage of national revenue spent on education by both individuals and the government. If the economic condition is poor, education becomes backward in many aspects while if the economy of a country is strong, then educational aims and the curriculum are given a special direction for making the country prosperous. For example, in the USA and Japan, education system is patterned so as to make the individual graduate, strong and capable enough to stand on his or her own feet after having received education. While in India, college and university graduate do not know where to go after completing their education and most of the students continue to stay on in the university as long as they can so that one can post pone for a few years the problem of the educated - unemployed.

Another economic influence on education is that, the poorer classes in communities tend to be content with minimum education for their children, and the richer classes are known to be able to keep their children longest at school because they can afford to meet the costs. In a subsistence economy, that is, one is which people are just able to make ends meet, educational systems tend to be informal occurring on the job.

On the contrary, where there are enough grants in systems of education, minimum requirements are met and thus the quality of education is often high. For example, Britain, France, Japan and the USA among other strong economy countries, they provide enough grants that are allocated to their systems of education; actually they have enough funds to support all educational programmes in their education systems. Unlike the case of developing countries, where funds are very scarce, which affects even payment of teachers salaries, essential resource materials such as textbooks are not adequate and in some cases not even available. As such, this greatly affects the nature of the systems of education in terms of the content and methods in learning institutions and in essence the whole system of education.

In this regard, the growth of the capacities of individual citizens and national development is of great importance. In fact, the education system should be such that, it provides opportunities for the maximum development of each citizen. The aim here is to ensure that the wealth of the nation is not concentrated in the hands of a few capitalists who manage to attain some level of education. It is actually by developing individuals that the overall growth of the nation can be guaranteed. At the same time, there should be no-class distinction in the planning of education that should be permitted, because this results in neglect of the education of other more capable citizens. If this happens it often results

in social disparities and in the long run weakens the nation. Proper planning of the education system also calls for the establishment of a proper national character, which if it lacks, then the necessary leadership and co-operation of the people will also be lacking. Lack of a proper national character, means that the national education system will not be able to realize its objectives. Consequently, with good leadership and people's cooperation, there is much that can be achieved even when adequate economic resources are wanting. Thus, there is evidence to show that there is a very close relationship between economic security and the national system of education of any country.

3) The Social and Cultural Factor.

Schools at large often and closely reflect the social patterns prevailing in a particular country. As such the education system is usually seen as a social factor which must reflect the ethos of the people that it serves. In this regard, it is the prime aim of education to ensure cultural continuity through fostering the growth and development of national characteristics that often act as stabilizing forces. In its simplest definition a culture of a society is the total way of life of the society. Every society consist of human beings and in whatever state they find themselves they always have some kind of educational system. This form of education of the

society will always strive to perpetuate and protect its traditions and aspirations. As such a close study and analysis of each education system will always reveal the cultural concept and pattern of the community in question. Also the social patterns of the people in any particular community or country are reflected in its system of education.

It is important to realize that the culture of the people often changes at a slow pace. In each culture, there are certain values which are not affected by time and place, for example, faith in God, love for truth and non-violence and the ideal of universal motherhood and justice are the permanent values of many cultures of the world. However, radical reforms in a society may be slowed down or blocked at the level of implementation because of the cultural lag. In African the various projects for educational reform does indicate that there has been basic cultural charges in the life of a people from the colonial period into the post independence period. In many countries of the world today, changes have occurred in the attitude of the youngsters towards their elders, for example students do not show due respect to their teacher as students did some twenty five or thirty years ago. The teachers also now care more for the increments, in their salaries and other allowances then for teaching. In many meetings of teachers, there is more talk of groupism, backbiting and salaries, than of students' welfare. In some circles, guardians and parents also do not respect teachers as they did

before. All these and others are a clear indication that the relations between parents and children, sisters and brothers, husband and wife, masters and servants and between many other units of society have undergone great changes. Thus, we have begun to discard many old mores and modes and are adopting more liberal attitudes. As such time and place have been changing many elements of culture and as a result it is being reflected in the education system in various ways.

Another view of cultural and social change is in the reshaping of the educational machinery to make for equality of educational opportunity for all. This has led to the widening of the school curriculum and increased emphasis on the importance of the right kind of technical educational for the new technological age. As a result, the old dichotomy between a liberal and a technical education is slowly broken down and the social distinctions which existed mainly because of that divide have become of no consequence and has been minimized with time. In this regard therefore, it is necessary to develop love for one's own culture through the education system because it strengthens nationalism. In order to make the country strong and prosperous, the spirit of nationalism must be nurtured. In each country there are various types of communities, classes, castes, and interests and due to the lack of national feelings many people ignore national interests. In many cases minorities are suspicious about the majority and in certain contexts this may be true

of the majority as well. This makes it necessary to inculcate love for the country's culture and especially through the adoption of a national system of education.

4) The Historical Factor.

Each country of the world has its own history that shapes the nations aims, aspirations, activities and destiny. This is often reflected through the educational system. Colonialism has been an important historical factor that can be said to have shaped the education system of many African countries and others in the world. For example, the Berlin conference in 1815 was dabbed the scramble for Africa. At this conference the European powers shared African states like a cake. This latter meant that; the colonies had to take up much of what was in their colonial masters homeland and to date features in education of these former colonial master are reflected in their former colonies.

The missionary factor also contributed a great deal in shaping the systems of education in most African countries. Christian missionaries in particular from Britain, France, Holland, Germany, Switzerland, and USA among others, have largely influenced the development of the

education system in Africa. In this regard, the present systems of education in many countries of Africa, Asia, North and South America are actual products of past colonial influence. As such, most of these countries in their present endeavors in education represent in most cases, heroic efforts of their colonial heritage.

Another historical element is manifest between periods in history when attempts were made to try and bring together groups within close geographical boundaries, for example, East Africa, South Africa, West Africa and North Africa. A close look at these groups reflects features in their systems of education that tend to have similarities. While on the other hand, historically there have been struggles for the creation of national states, with each state wanting to have its own unique national identity. The national factors of these countries often show differences that are reflected in their education system. As such, similarities and differences of education systems all over the world have a history behind them.

5. Political Factor

The political philosophy which controls the government of a country often has its inevitable impact on education. The political factor dictates the kind of administration the system of education will have. They also underlie the features in education system and the functioning of the same. For example, the fundamental ideas of socialism as a political philosophy were about the exploitation of labour by capital and this resulted in class mass. As a political philosophy, socialism recognizes property as the basis of the economic structure of the state which results in the concentration of civil and legal power in the hands of the property owning class. Socialism advocates for the nationalization of the means of production; where owners of means of production do not work and workers who produce do not own anything. A change of such a social order can only be achieved with reform in education. This would be through a state mechanism with full control of education and the curriculum and this means that the citizens must be trained by the state, for the state and in state institutions. In such cases, the details of the curriculum are often decided by the state authorities and involve functional training of citizens. The curriculum may also involve scientific training for social utilization purposes.

Good examples of countries that have introduced a socialist system of education are Mexico, Bulgaria and Cuba. The common features of their education system include monopoly of the state control on education,

secularism, physical and military training political indoctrination in and out of school and also more emphasis on science subjects. In these states, freedom of individuals and the idea of tolerance are not accepted. Unlike these countries, France has a centralized system of education based on its political philosophy. In France, everything to do with education is controlled from the centre (metropole) which is the central government. In the case of USA and Japan, their education systems are highly decentralized, and are often based on the democratic influence and the capitalistic political philosophy of these countries.

There is also a close relationship between the national character and the national system of education. For example, the national character of USA is democratic as such its education system is democratic in most of its aspects. Nationalism also as a political ideology influences the system of education in a country. Nationalism could be defined as a psychological feeling within a group which believes they have common outlook and traditions based on myth of common ancestry. These common ancestries include race, language, religion and territory and often strengthen the consciousness of nationality. The racial aspect which is often within the political ideology of a country may play a significant role in determining features in the education system. Race refers to a tribe, a nation or a group of nations. Modern population includes people of different racial origins. The British colonial policy

was based on the principle of decentralization and on the building up of a commonwealth of nations each of which should be free to develop its own culture and national character. Hence there is a close relationship between national character and national system of education and the former has been universally accepted as an important basis of national system of education. Thus the political system of a country is closely related with its educational programme.

6) Language Factor

Many languages may be spoken in a country, but only one enjoys the status of a national language. In every country the national language occupies a special place. Also every government tries to ensure that every one acquires the capacity to express himself through the national language. Without one's own national language, no country can be said to be strong.

Language in itself is a symbol of the people. Each community or group has an original language of its own which often suits its environment and stage of cultural development. It is through language that individuals become members of a community and this is important in building the

national character. Through the native language, the child has the first expression of himself/herself and the world. However, in the modern world today, there is increasing use of foreign language especially in the school system. This requires a child before entering school to learn the foreign language. In most cases, before entering school the child acquires proficiency in mother tongue or native language and in so doing builds up vocabulary covering most of the objects of sense, impression and daily activities. This means using a different and a foreign language in school system means superimposing on this basis a language of ideas expressed entirely in a foreign medium and this often poses a problem to the learners.

In East Africa, Kiswahili has slowly influenced features in the education systems in Kenya, Uganda, Tanzania, Rwanda and Burundi. Kiswahili is a compulsory subject in primary schools in Kenya and Tanzania. In Tanzania Kiswahili is used as a medium of instruction in all primary schools. In South Africa, there are two linguistic groups, the English speaking and the Africans speaking groups. After the colonization by the British, English was enacted as a medium of instruction in schools. The inhabitants spoke Afrikaans and had been used to the Dutch school system. The use of English failed and in 1914 Afrikaans was recognized also as a medium of instruction in school for African speaking children. As such, in a South Africa, a bilingual system of education came into

being, where some schools use English, while others use Afrikaans or even both.

French as a language is also used in former French colonies like Cameroon, Tunisia, Madagascar, Senegal, Rwanda and Burundi. Cameroon also emerges as a bilingual country with two official languages and two systems of education, that is, the Anglophone to the West and Francophone to the East. Although the Cameroon government has been trying to put the two zones together it has proved to remain difficult. Interestingly the ex-British Anglophone system of education continues to produce local syllabuses with the aim of making secondary school examination; the ex-French francophone system still clings firmly on the old and move formal baccalaureate.

By end large in Africa colonialism influenced the language of instruction in schools. In the former British colonies, pupils were taught in their vernacular in the lower elementary or primary school curriculum. The French colonies put more emphasis on French as a medium of instruction. To date most of the inherited systems of education still suffer from the effect of the colonial masters in the school system and at large in the education system. Thus the place of national language in the development of a national feeling cannot be over-

emphasized. As such in a national system of education, special emphasis is placed on the study of national language.

7) Religious Factor

Religious loyalties also dictate aims, content and even methods of instruction in education. Indeed, religion and beliefs have also been known to influence and shape aspects in education system.

In Africa, European Christian Missionaries did influence and continue to influence the education system. The initiative taken by the Christian churches to extend education and their power to control development often explains many of the common elements which can be discerned in education systems in countries that were colonized by the Europeans. For examples schools days are from Monday to Friday and resting days are Saturday and Sunday. This is more so because some people have their worship days as Saturday and others on Sunday.

Religious organizations have also been and are still involved in educational development through building of educational institutions.

For example, the catholic Jesuits succeeded in building up some of the greatest systems of secondary and higher education institution known in history. There is currently a catholic university establish in Kenya besides many catholic sponsored primary and secondary schools. The Muslim faithful also have their own establish institutions of learning as well as other religious groups such as the Hindus, Buddhists.

In Africa, the present systems of education have been influenced by the work which was initiated by European Christian missionaries who included Catholics, Protestant and Muslim. All these have influenced features in the education system in the areas, they occupied. Most current is that the primary and secondary curriculums have religious subjects being taught in schools in Kenya.

8) Technological Factors

Technological changes cannot also be ignored in education. Technology and especially modern technology also influence the education system of the country. Historically, emphasis on industrial and technical education followed the industrial revolution. Technology affects the type of education as well as the means of instruction.

With the emergence of computer technology, internet technology, this has revolutionalised the whole education system especially in the developed countries. Through information communication technology, home learning has been made possible. Universities are also adopting projects like AUV and e-learning. Today the influence of technology in education cannot be ignored. Indeed the challenge is for the educational administrators and policy makers to see to it that the right infrastructure is in place in order to allow the use of information communication technology fully and be able to reap its maximum benefits in the education system especially in the developing world.

❖ OR ATTEMPT THIS ONE

1. The Geographical Factor:

The geographical position has its inevitable impact on the culture, civilisation and education of a nation. The various countries of the world have different geographical positions. Therefore, their modes of living, civilization, culture, social institutions and educational systems are also different.

The climate of a cold country is different from that of a tropical one. Therefore, ways of living and social organisation of the two types of countries are not the same. Serial systems influence the educational organisation.

An agricultural country emphasises agricultural education in its educational system, and an industrial country pays special attention to technological and-industrial subjects in the organisation of its curriculum. In a cold country there is a long winter vacation and in a hot country a long summer vacation. Evidently, the educational structure of a country is conditioned by its geographical situation.

2. The Economic Factor:

The educational system of a country is closely related with its economic condition. The aims and curriculum of education are framed according to the economic condition of the land. The belief about the economic system as adhered to by a country is inculcated in the citizens.

For example, under the socialistic economic system, the State is the owner of all property. Therefore at the very primary stage of education children are given the impression that all property belongs to the State

and each individual has to protect it. In the democracies like U.S.A. and India the situation is quite different. In these two countries the individual property is recognized.

Therefore in the development of their educational systems full attention is paid to the lights of the individual. That is why in these countries "Public Schools" for the children of a few rich and higher class people are allowed to exist. Evidently, the economic factor is a very effective element and in the study of comparative education it occupies a special place.

3. The Racial Factor:

In each country a number of races exist. These races influence its educational system. The race which considers itself superior to others tries to rule over them. If it succeeds in this attempt, then it tries to strengthen its control on them by developing a particular educational system.

For example, the French and the British people established their colonies in Africa. Because they were 'white', these people thought that they were superior to the natives of Africa. So they developed a special kind of educational system to strengthen their control over the black natives.

Thus, in South Africa, the racial factor has been an effective element in the educational system of that country. Similarly, during the British rule in India, the English people introduced a type of educational system in order to produce a special type of workers to man their administrative machinery. They did this to strengthen their imperialistic control over the country.

Accordingly, English was made the medium of instruction and a particular type of curriculum was introduced. Their actions were prompted by the feeling that their culture and civilisation were superior to those of the Indian people. Needless to emphasise once again the importance of the racial factor in the study of comparative education.

4. The Linguistic Factors:

The individual has to learn the language of the group in which he is born. The culture and civilisation of a country are expressed through its language although there are other features as well which unmistakably point to its culture and civilisation.

However, the importance of the language cannot be denied. In the educational system of a country its language occupies a special place.

We know that if the mother tongue is the medium of instruction, the people are generally of strong national character and if the medium is a foreign language the national character becomes weak.

It is true that there are many other factors that are responsible for moulding the national character, but the medium of instruction has its own special importance, in the educational system. Those educational problems of a country which are related with its cultural elements can be understood on the basis of linguistic factors stated above.

Now we shall understand some other factors that may be grouped under the spiritual category. These are philosophical, moral rind religious factors.

5. The Philosophical Factor:

The education system of a country is influenced by the philosophy of the land. Philosophy influences life, therefore, its influence on education is quite natural.

For example, in ancient Greece, Socrates, Plato and Aristotle based the educational system of the country on a particular philosophy of life and

entrusted the administration of the country to philosophers. In China to-day, the educational system is based on communist philosophy.

In ancient India the Gurukul system of education was based on Vedic philosophy of life. The educational system in the Buddhist period as obtained in Vihars and monasteries based on Buddhist philosophy.

The Dayanand Anglo Vedic Colleges of modem India are based on the philosophy of life propounded by Swami Dayanand Saraswati. Similarly, there are some iqstitutions based on Sri Aurobindo's philosophy.

In modern India, some people are advocating a special system of education based on the Sarovodaya philosophy of Gandhiji and Vinoba Bhave. Thus the philosophical factor is a very important factor in the study of comparative education.

6. The Moral Factor:

Some countries emphasise moral principles and some religious. In a democratic country moral behaviour of each citizen is specially emphasized, because moral behaviour is the soul of democracy.

Thus in countries with a democratic setup, development of moral behaviour is specially emphasized as an aim of education as in Japan, Switzerland, Great Britain, India and U.S.A. Thus the moral factor is a very important element in the study of comparative education.

7. The Religious Factor:

Religion occupies a very important place in an individual's 1 life. History is testimony of the fact that thousands of persons have sacrificed their lives for the sake of religion. The history of Europe is full of such examples. In a religious country, the public is generally conservative and resents any change in its old traditions.

Therefore in the organisation of an educational system we have to be careful about the religious sentiments of the people. In an industrialised country, due to scientific developments, old traditions usually begin to break-down and the society is re-constructed according to the needs of the time. Education has to pay a special role in this reconstruction.

But opposite to this, in an agricultural country, the public is conservative and views any change with suspicion and it wants to preserve its religious traditions intact. Accordingly the educational system has to be organised. Needless to remark that the religious sentiments of the people have to be honored in any educational system.

Therefore, the religious factor cannot be ignored in the study of comparative education. Indeed, a comparative discussion of how different religious loyalties have given birth to various educational systems in different countries of the world will be very interesting.

Now we shall understand some such factors which may be regarded as results of scientific developments in the world. These factors are those of socialism, humanism, nationalism and democracy. The influence of these factors on education came to surface from the beginning of the modern age.

8. The Factors of Socialism:

The impact of socialism may be sensed in the various aspects of our life to-day. Plato's ideas had the seeds of socialism. He advocated the state

control of rearing and bringing up the children. Accordingly, he stood for complete state control over the development of education of children.

This ideology influenced education in Greece for sometime in due course. Sir Thomas More of England in his book "Utopia" advocated socialistic principles in accordance with Plato's ideas. He held that the state must arrange for public education in order that the citizen may fulfill his duties to the state.

Rousseau, too, had advocated a socialistic pattern of society. He stood for universal education under the control of the State. Condorcet may also be mentioned in this connection.

Condorcet stood for equal opportunity of education for all citizens. Rousseau and Condorcet were supported by such writers as Saint Simon (1760-1825), Robert Owen (1771-1858), Charles Fouries (1772-1837), Etienne Cabet (1778-1856) and Louis Blanc (1811-1882).

Modem socialism has its origin in Marxism. Marx (1818- 83) made Hegel's materialism as the base of his philosophy. Marx contended that

the economic condition of a country is at the base of its social, political and spiritual process. According to socialism, the purpose of education is to develop the means of production for the welfare of the State.

We find an example of this type of socialism in China and North Korea. Religion has no place in this type of education. Thus the factor of socialism has an important place in the development of education—therefore the importance of this factor in the stud} of comparative education cannot be overlooked.

9. The Factor of Humanism:

Towards the close of the middle ages humanistic ideas were spread in Europe with the view to make man free of blind superstitions and to base his life on scientific ways. This spirit ultimately wanted to give full scope for the development of an individual. Humanism keeps human welfare as its prime aim. Man is considered to be the measure of everything.

This idea in Europe took root from the beginning of the Renaissance. It penetrated the human mind so deeply that it ultimately resulted in the separation of the Church and State.

During the sixteenth and seventeenth centuries some humanists advocated the introduction of some such ideas in education that the impact of humanism on the educational systems of their lands can be very well understood. Comenius in his emphasis on sense-training expressed only the influence of humanism.

The effect of humanism on education was seen in France during the seventeenth century when education was separated from the Church and the State was made responsible for education of its citizens.

New methods of teaching were devised in Germany because of the influence of humanism. England felt its impact, in the form of changes in the curriculum. In various countries such subjects as geography, mathematics and science began to be taught in such a way as to make them useful in practical affairs of life.

Now attention began to be paid to the co-relationship between philosophy and science. In U.S.A., Thomas Jefferson and Thomas Panie supported the introduction of humanistic elements in the educational system.

During the third decade of the present century, John Dewey of U.S.A supported the incorporation of humanistic elements in education. In the present age, the impact of humanism may be clearly sensed in education.

Today we consider only that curriculum and method of teaching good which promotes the growth of the individual. Thus we find that the humanistic factor influences education and we cannot ignore it in the study of comparative education.

10. The Factor of Nationalism:

For strengthening the sense of unity the spirit of nationalism is created in a country. This is evident in India particularly after 1947. Here there are various castes, religions and languages. Regionalism erodes the very foundation of our national life.

In spite of these differences, our attention is drawn to the social, cultural and political unity inherent in our country in order to strengthen the national spirit. Accordingly, in our aims regarding education and the

curriculum, special attention is given to the development of this sense of unity in the children.

However, we have to note that the spirit of nationalism in a country may be helpful only when the international outlook is not forgotten, because then, one may become blind to the inadequacies of one's own country.

This tendency can ultimately make the nation weak. The examples of Hitler of Germany and Tokyo of Japan are eloquent testimonies to this. Evidently, the factor of nationalism influences the system of education and its study is important in comparative education.

11. The Democratic Factor:

In democracy we find two forms, in one form political equality is emphasized and in another social unity. Within the first form come, U.S.A, Great Britain, France, India, Japan, etc. and in the other form China and North Korea may be mentioned. Because of its particular kind of democratic ideologies, each country has nurtured a special type of education.

The differences found in their educational patterns are because of their different democratic faiths which are quite evident in their different aims, organisations and contents of education. In the study of comparative education we have to note these differences in order to understand the underlying elements correctly.

UNIT-II

a) Educational ladder of U.K., Finland and India, Administrative agencies for education

The British education system may seem bewildering at first glance, but it is based on long-lived traditions and follows a strict code of rules. Education principles differ slightly in the four countries which constitute the UK, so we will provide you with the basic information on school institutions.

Primary education in the UK

In England and Wales, the law states that all children aged five to sixteen must receive full-time education. In Northern Ireland, the compulsory age for starting school is four. For children under age of five, publicly-funded nurseries and pre-schools are available for a limited number of hours each week.

Children leave primary school at the age of eleven, moving on to secondary school. Parents can choose to educate their children at state or private schools. All children in the UK between the ages of five and sixteen are entitled to a free place at a state school, in contrast with the private education sector, where taxes are quite expensive.

A useful piece of advice is for all parents to apply to the school where they wish to enroll their child. Even if your child's current primary or nursery school is linked to the school you want them to attend next, you won't be considered for a place unless you apply. Making an early start means that you will be less likely to miss key deadlines. You can start your search from the online school finder tool. All you have to do is type in your post code and you will have access to all the schools in your area. You can also contact your local authority in in the UK and ask for a list of schools in your area.

In the UK there are four main types of state schools. First is the community school, which is run by the local authority and has strong links with the local community, sometimes offering use of their facilities and providing services like childcare and adult learning classes.

There are also foundation and trust schools. Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria; while a trust school is a type of foundation school which forms a charitable trust with an outside partner. Voluntary-aided schools are mainly religious or 'faith' schools, although anyone can apply for a place. As with foundation schools, the governing body employs the staff and sets the admission criteria. Voluntary-controlled schools are similar to voluntary-aided schools, but are run by the local authority.

Secondary education in the UK

At the age of eleven, children start their secondary-school education. From the age of eleven to fourteen, students in British state and private schools study a broad range of 10-15 subjects. Among them are: English, Maths, Science, Design and Technology, Information and Communication Technology (ICT), History, Geography, Modern Foreign Languages, Art and Design, Music, Citizenship, Physical Education. Careers education and guidance, Sex and Relationship Education and Religious education may also be included in the education curriculum.

Secondary school graduation covers the period from age fourteen to fifteen. After this two-year period, students take GCSE (General Certificate of Secondary Education) state examinations. The GCSE is a single-subject examination, set and marked by independent examination boards. Students usually take up to ten (there is no upper or lower limit) GCSE examinations in different subjects, including mathematics and English language. After this examination, students may choose to either leave school or continue with their education. They may continue at vocational or technical colleges, or pursue higher education in a university.

University preparation in the UK

At the age of sixteen, following two years of study, students may take A-Levels (Advanced Level examinations) required for university entrance in the UK. Over these two years following secondary school education, students specialise in three or four subjects that are usually relevant to the degree subject they wish to follow at university.

At the end of the first year, students take AS level examinations. They continue with three or four of these subjects in the second year and convert them into full A level qualifications at the end of

the year. A-Levels are state examinations and are recognised by all UK universities, and by institutions worldwide.

Schools in the UK do not generally rank pupils within their year; currently, the principal standards are the GCSE, SCE and AS and A-Level examination results.

18 Plus

Once a student has been through all the misadventures and hardship of compulsory education, it is time to decide his or her own fate. The first three years of a university education will be in an undergraduate degree programme. An undergraduate degree may be a BA (Bachelor of Arts), BEng (Bachelor of Engineering), and BSc (Bachelor of Science).

On completion, a student may also apply for a postgraduate programme and a PhD. What makes higher education so appealing is that — unlike school — students are at university or college because they want to be, learning more about a subject or job they really enjoy.

Choosing a university or college is an important decision, so examine all of the options. Here is a useful link that will provide all the information you need before making up your mind: UCAS website.

In addition to academic achievements at university, students also gain many social advantages. They will be involved in various out-of-school activities, find new friends and gain insight into future careers.

Educational ladder of Finland

Primary Education

Education in Finland is as free and fair as anything in this advanced society – there are no tuition fees and even meals are free. It begins with daycare and pre-school programs (including 1 compulsory year). This is followed by 9 years at a compulsory comprehensive school, and then a choice of options at secondary level. There is no tracking nor streaming until this point is reached. The emphasis during the first 4 years is fun, respect for the child as an individual, and learning socialization skills. In fact, more advanced children are expected to help those lagging behind.

Middle Education

From year 4 onwards grades are awarded. Pupils are encouraged to improve as the year continues, with repeats being regarded as a last resort where parents share in the decision. Classes are small (less than 1:20), the atmosphere is relaxed, and efforts are made to integrate education with the larger world outside. If a student lives far from their nearest school, free transport (and sometimes even free housing) is provided.

Secondary Education Secondary education - which is free but not compulsory – lasts for 4 years and has a flavor of high school and junior college. Those intending to go on to a university or polytechnic institute continue with their academic studies concluding with a secondary school certificate. They may write their matriculation certificate at this time too.

Vocational Education

Secondary level Finnish students may elect to go to vocational school instead, where they undergo training to establish their occupational competence. This system is not rigid though, and they may still apply to study a tertiary level armed with their vocational school certificate.

Some secondary schools act as cross-over points where both streams may be taken simultaneously. This egalitarian education system continues to be free in the form of life-long, adult learning too.

Tertiary Education

There are two forms of tertiary education in Finland, namely universities, and polytechnics. The latter focus on practical skills and do not involve themselves in research (although they may engage in industry development). By way of an example, they train nurses, whereas doctors go to university. Polytechnic graduates can cross-over between programs at master's degree level.

- Finland's intellectual and educational reforms have completely revolutionized their educational system.
- The Finnish system doesn't encourage cramming or standardized tests.
- Finland's common-sense practices and a holistic teaching environment strives for equity over excellence.

Time and time again, American students continually rank near the middle or bottom among industrialized nations when it comes to

performance in math and science. The Program for International Student Assessment (PISA) which in conjunction with the Organization for Economic Cooperation and Development (OECD) routinely releases data which shows that Americans are seriously lagging behind in a number of educational performance assessments.

No standardized testing

Staying in line with our print-minded sensibilities, standardized testing is the blanket way we test for subject comprehension. Filling in little bubbles on a scantron and answering pre-canned questions is somehow supposed to be a way to determine mastery or at least competence of a subject. What often happens is that students will learn to cram just to pass a test and teachers will be teaching with the sole purpose of students passing a test. Learning has been thrown out of the equation.

Finland has no standardized tests. Their only exception is something called the National Matriculation Exam, which is a voluntary test for students at the end of an upper-secondary school (equivalent to an American high school.) All children throughout Finland are graded on an individualized basis and grading system set by their teacher. Tracking overall progress is done by the Ministry of Education, which samples groups across different ranges of schools.

Accountability for teachers (not required)

A lot of the blame goes to the teachers and rightfully so sometimes. But in Finland, the bar is set so high for teachers, that there is often no reason to have a rigorous “grading" system for teachers. Pasi Sahlberg, director of the Finnish Ministry of Education and writer of Finnish Lessons: What Can the World Learn from Educational Change in Finland? Said that following about teachers' accountability:

"There's no word for accountability in Finnish… Accountability is something that is left when responsibility has been subtracted."

All teachers are required to have a master's degree before entering the profession. Teaching programs are the most rigorous and selective professional schools in the entire country. If a teacher isn't performing well, it's the individual principal's responsibility to do something about it.

The concept of the pupil-teacher dynamic that was once the master to apprentice cannot be distilled down to a few bureaucratic checks and standardized testing measures. It needs to be dealt with on an individual basis.

Cooperation not competition

While most Americans and other countries see the educational system as one big Darwinian competition, the Finns see it differently. Sahlberg quotes a line from a writer named Samuli Paronen which says that:

“Real winners do not compete."

Ironically, this attitude has put them at the head of the international pack. Finland's educational system doesn't worry about artificial or arbitrary merit-based systems. There are no lists of top performing schools or teachers. It's not an environment of competition – instead, cooperation is the norm.

Make the basics a priority

Many school systems are so concerned with increasing test scores and comprehension in math and science, they tend to forget what constitutes a happy, harmonious and healthy student and learning environment. Many years ago, the Finnish school system was in need of some serious reforms.

The program that Finland put together focused on returning back to the basics. It wasn't about dominating with excellent marks or upping the ante. Instead, they looked to make the school environment a more equitable place.

Since the 1980s, Finnish educators have focused on making these basics a priority:

Education should be an instrument to balance out social inequality.

All students receive free school meals.

Ease of access to health care.

Psychological counseling

Individualized guidance

Beginning with the individual in a collective environment of equality is Finland's way.

Starting school at an older age

Here the Finns again start by changing very minute details. Students start school when they are seven years old. They're given free reign in

the developing childhood years to not be chained to compulsory education. It's simply just a way to let a kid be a kid.

There are only 9 years of compulsory school that Finnish children are required to attend. Everything past the ninth grade or at the age of 16 is optional.

Just from a psychological standpoint, this is a freeing ideal. Although it may anecdotal, many students really feel like they're stuck in a prison. Finland alleviates this forced ideal and instead opts to prepare its children for the real world.

Providing professional options past a traditional college degree

The current pipeline for education in America is incredibly stagnant and immutable. Children are stuck in the K-12 circuit jumping from teacher to teacher. Each grade a preparation for the next, all ending in the grand culmination of college, which then prepares you for the next grand thing on the conveyor belt. Many students don't need to go to college and get a worthless degree or flounder about trying to find purpose and incur massive debt.

Finland solves this dilemma by offering options that are equally advantageous for the student continuing their education. There is a lesser focused dichotomy of college-educated versus trade-school or working class. Both can be equally professional and fulfilling for a career.

In Finland, there is the Upper Secondary School which is a three-year program that prepares students for the Matriculation Test that determines their acceptance into a University. This is usually based off of specialties they've acquired during their time in “high-school"

Next, there is vocational education, which is a three-year program that trains students for various careers. They have the option to take the Matriculation test if they want to then apply to University.

Finns wake up later for less strenuous schooldays

Waking up early, catching a bus or ride, participating in morning and after school extracurriculars are huge time sinks for a student. Add to the fact that some classes start anywhere from 6am to 8am and you've got sleepy, uninspired adolescents on your hands.

Students in Finland usually start school anywhere from 9:00 – 9:45 AM. Research has shown that early start times are detrimental to students' well-being, health, and maturation. Finnish schools start the day later and usually end by 2:00 – 2:45 AM. They have longer class periods and much longer breaks in between. The overall system isn't there to ram and cram information to their students, but to create an environment of holistic learning.

Consistent instruction from the same teachers

There are fewer teachers and students in Finnish schools. You can't expect to teach an auditorium of invisible faces and breakthrough to them on an individual level. Students in Finland often have the same teacher for up to six years of their education. During this time, the teacher can take on the role of a mentor or even a family member. During those years, mutual trust and bonding are built so that both parties know and respect each other.

Different needs and learning styles vary on an individual basis. Finnish teachers can account for this because they've figured out the student's own idiosyncratic needs. They can accurately chart and care for their

progress and help them reach their goals. There is no passing along to the next teacher because there isn't one.

A more relaxed atmosphere

There is a general trend in what Finland is doing with its schools. Less stress, less unneeded regimentation and more caring. Students usually only have a couple of classes a day. They have several times to eat their food, enjoy recreational activities and generally just relax. Spread throughout the day are 15 to 20-minute intervals where the kids can get up and stretch, grab some fresh air and decompress.

This type of environment is also needed by the teachers. Teacher rooms are set up all over Finnish schools, where they can lounge about and relax, prepare for the day or just simply socialize. Teachers are people too and need to be functional so they can operate at the best of their abilities.

Less homework and outside work required

According to the OECD, students in Finland have the least amount of outside work and homework than any other student in the world. They spend only half an hour a night working on stuff from school. Finnish students also don't have tutors. Yet they're outperforming cultures that

have toxic school-to-life balances without the unneeded or unnecessary stress.

Finnish students are getting everything they need to get done in school without the added pressures that come with excelling at a subject. Without having to worry about grades and busy-work they are able to focus on the true task at hand – learning and growing as a human being.

Educational ladder of India

Primary Education

Primary and Middle (lower primary (Standards I to V) and upper primary (Standards VI to VIII)) education is compulsory and free in India. Primary education begins at age 6 with Middle/Upper Primary school education ending at age 14. Schooling is offered at state-run and private schools, however, private schools often have poorer facilities and infrastructure than government schools. The regional language is the medium of instruction for most primary schools and English as a second language generally begins by grade 3.

Secondary Education

Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or ‘Standard X’, and Upper/Senior Secondary School, or ‘Standard XII’. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively. General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10.

Based upon performance in the first two years of secondary school, and upon the SSC results, students may enter Senior/Upper Secondary School. Upper Secondary School offers the students a chance to select a ‘stream’ or concentration of study, offering science, commerce, and arts/humanities. Education is administered both in schools or two-year junior colleges which are often affiliated with degree granting

universities or colleges. Curriculum for the Higher Secondary Certificate Examination is determined by the boards of secondary education of which there are 31. Although the HSCE is the most common Standard XII examination, the All India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate and the Pre-University Certificate are also offered.

Vocational Education

Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that specialize in just one or only a few courses. Unlike in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

Tertiary Education

India’s higher education system is highly centralized and undergoing large changes since its inception in 1947. Largely based upon the British system of education, educational policy is ever-developing.

University education is overseen by the University Grants Commission (UGC), which is responsible for the development of higher education, allocating funds, and recognition of institutions in India. The National Accreditation and Assessment Council (NAAC) was established by the UGC to assess universities and college based upon an alphabetical ranking system ranging from A++ to C. The assessment and Accreditation is broadly used for understanding the Quality Status of an institution and indicates that the particular institution meets the standards of quality as set by the NAAC. Participation in the accreditation process of NAAC is voluntary.

The All-India Council of Technical Education (AICTE) was also established to oversee quality control of technical education and regulate establishment of new private professional colleges. All recognized universities are members of the Association of Indian Universities (AIU), which is integral to the dissemination of information and serves as an advisor to the government, UGC, and the institutions themselves.

There are various types of tertiary institutions in India, namely Universities (Central, State, Open), Universities of National Importance, and Deemed universities. Instruction of the majority of students, almost 80%, is completed at affiliated colleges with the curriculum, examinations, and final degree being designed and granted by the university. Constituent and Autonomous colleges also exist; though less common although they do enjoy greater autonomy in regards to curriculum development and assessment.

Admission to undergraduate courses generally requires completion of the Standard XII years of schooling and admittance to university depends almost exclusively upon performance on the examination. Bachelor's degrees in the fields of arts, science, social studies, and commerce are almost exclusively three year programs. Diploma programs exist and range from 2 – 3 years in length and are provided at polytechnics, usually in a specialized engineering or technological field, and culminating in an Advanced or Post Diploma. Professional Bachelor's degrees, in the fields of Medicine, Architecture, Law, etc., vary from 4 – 5.5 years depending upon the discipline.

Admission to graduate (Master, Post Graduate Diplomas, MBA, etc.) programs is dependent upon completion of a bachelor's degree (3 or 4 years, depending upon the subject) with a Second Class pass or higher. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a minimum of two or three years and consist of research and a thesis or dissertation.

Beginning in 2015, the Choice Based Credit System (CBCS) was introduced by the UGC in attempts to encourage a more interdisciplinary approach to education and offer more flexibility and choice to students. The reform also introduced a standardized assessment and grading plan based upon a 10 point scale. Since its inception, the system has faced scrutiny by students and administrators, noting that although the system promises choice and flexibility, the infrastructure of the educational system now may be too weak yet to support the overhaul.

Levels or Stages of Education in India today

Education in India follows a uniform structure of school education which is known as the 10+2 system. This system is being followed by all Indian States and Union Territories. But not all of them follow a distinct pattern as per the system.

1. Pre Primary Stage – Pre primary education in India is provided to children between 3–6 years by Kindergarten, Playway or Play Schools. These schools have varying terminology for different levels of classes, beginning from – Pre-Nursery, Nursery, KG, LKG (Lower Kindergarten) and UKG (Upper Kindergarten). Most of the pre-primary education in India is provided by private schools.

2. The Primary Stage – Primary education in India offered by both private and government schools usually consist of students aged between 5 to 12 years. The duration of study in this stage is 4-5 years. Common subjects include English, Hindi, Mathematics, Environmental Science and General Knowledge. Sometimes also termed as Elementary Education, it is free in government schools but it is paid in the private schools. The Government has made elementary education compulsory for children between the age group of years 6 and 14. Most of the primary education provided by primary schools in India is imparted from class 1st to class 4th or 5th. Some of the states/UTs which follow 1st to 5th class of primary education are Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Orissa, Punjab, Chandigarh, Delhi, Karaikal and Yanam regions of Pondicherry etc. Some of the states/UTs which

follow 1st to 4th classes of primary education are Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry.

3) The Middle Stage – Middle stage of education covering 3-4 years of academic study is formed by 5th-8thclass consisting of students aged between 12 to 14 years. The schools which impart education up till 8th class are known with various names like – High School, Senior School. Some of the states/UTs which follow 5th -7th class of middle stage are Assam, Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep etc. Some of the states/UTs which follow 6th -8th class of middle stage are Arunachal Pradesh, Haryana, Madhya Pradesh, Punjab, Andaman & Nicobar Islands, Chandigarh, Delhi etc.

4) The Secondary Stage – Secondary Stage of education covering 2-3 years of academic study starts with classes 8th-10th. consisting of students aged between 14-16 years. The schools which impart education up till 10th class are known as Secondary Schools, High Schools, Senior Schools etc. Some of the states/UTs which follow 8th -10th class of secondary stage are Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar

Haveli, Daman & Diu, Lakshadweep etc. Some of the states/UTs which follow 9th -10th class of secondary stage are Punjab, Rajasthan, Sikkim, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Delhi, Karaikal region of Pondicherry etc.

5) Senior Secondary Stage – Senior Secondary Education in India is of only 2 years. There is uniformity on this level of education in terms of duration and classes i.e. all the States/UTs follow this 10+2 pattern. Senior Secondary Schools in India include classes 11th to 12th. consisting students aged between 16-18 years. At this level of education students have the freedom to choose their preferred stream and subjects. They can pursue Arts, Commerce, Science (medical & non medical). The schools which provide education up till 12th class are commonly known as Senior Secondary Schools or Higher Secondary Schools. Some universities and colleges also offer the education of these classes.

6) Undergraduate Stage – Undergraduate education in India is of 3-4 years. Undergraduate stage of education is also known as higher education in India. Students studying in this level, generally begin their education from 18 onwards. As per one estimate 88% of undergraduate education is provided by Colleges in India. Majority of the

undergraduate courses of 3 years duration belong to field of arts, humanities, science etc. and majority of 4 years of duration belong to the field of agriculture, engineering, pharmaceutical sciences technology. However, there are courses belonging to fields of architecture, law and medicine whose duration is 5 years.

7) Postgraduate Stage – Postgraduate education in India is of 2-3 years. Postgraduate stages of courses are known as Masters courses or Doctorate courses. Masters course are usually of 2 years duration and doctorate (research) courses are of 3 years duration. Also referred as higher education, 56% of post-graduate education is imparted through colleges. PG education in India is largely provided by universities in India. PG education caters largely to a specific field or sub field of any preferred discipline. Thus, one can specialise in any of preferred subjects at this level. Those who are interested in conducting large amount of research work pursue these courses.

Adult Education in India – Adult Education in India comes under the purview of the Department of School Education and Literacy. The Bureau of Adult Education and National Literacy Mission under the Department functions as the Secretariat of the National Literacy Mission Authority (NLMA). National Literacy Mission was set up on 5th

May,1988 to impart a new sense of urgency and seriousness to adult education. The Directorate of Adult Education provides necessary technical and resource support to the NLMA.

Distance Education in India – Distance education provided by institutes is controlled by the Distance Education Council of India. Distance education is helpful to those who cannot join regular schools or colleges. At the school level, National Institute of Open Schooling offers education through distance learning. While, at the college or university level, Open universities provides distance education. Distance education can also be pursued online via internet. Some like the Birla Institute of Technology and Science (BITS) provides online education through – BITS Virtual University.

Homeschooling in India – Homeschooling isn't widespread in India and neither it is widely accepted. This type of alternative education It is considered for handicapped or those who are unable to attend regular school due to various factors. While some use Montessori method, Unschooling, Radical Unschooling, Waldorf education or School-at-home. Others prefer CBSE, NIOS or NOS and IGCSE prescribed syllabus.

b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

Finland is near the top of the International league tables of countries that do well by their children in educating them, while India lags close to the bottom. While the Finnish system, rather different from the education systems that typically exist around the world, it is also situated in a unique part of the world. The egalitarianism that this country and its neighbours demonstrate has been hard fought over the past few decades. And that attitude shows in their education system too.

While we in India focus on marks and performance in examinations, the system in Finland has no examinations at all for the first few years, the first main exam being at the age of sixteen. Children are then able to learn without having to limit themselves to a syllabus, though of course standards are delineated. In India too we are trying a system with no examinations for the first eight years of schooling. But the differences are huge. Each class has a teacher and a teaching assistant, and there is extra support easily available for the weak students. Teachers are recruited from the top of the class, and while their starting incomes are less than that of their peer group, the incomes rise faster than average.

So most teachers earn more than the average income as they get better and more experienced. All of this is very good news for the student who is inspired by those who have seen academic success, and are genuinely competent.

Indian teachers are not always of the highest calibre. While teacher pay has improved in recent years to very respectable levels for government schools, many low income private schools still pay a pittance. Teacher training suffers from the usual problem of a few good schools and thousands of mediocre places for training teachers. Teachers in India rarely get any support after they start working, and often the in-career training is not taken seriously. Teachers have to manage classes of forty students, on average, and they do it alone. Without assistance, with minimal planning and with no recourse to specialist help for the students who are falling behind. For many teachers, this means that they are unable to focus on the bottom half of the class. For the students lagging behind, there is little respite from feeling a failure, and from feeling overburdened by greater expectations each year even as they realise they have not mastered the previous. And this is at the core of the flaws in building citizens for the future.

Finland's success comes both from structures and society. There is a genuine belief that people must strive to make society more equal. Even traffic fines depend on income, with millionaires being charged tens of thousands of Euros for the same crime for which students pay a hundred Euros. Schools work the same way - the weakest are allowed to work their way up at their own pace. At the same time, teachers too work hard to ensure that each and every child gets the care needed. Can India ever build such care into its teaching? We have to - else much of our investment in teaching is wasted. We have the chance with the RTE to prove that we have the heart as well as the tools to deliver quality education to the child who needs it most. If 25% of children in each school are going to come from the weakest sections of society, then they are going to need the support - Finland style, outside class. This requires resources - and so far there has been little talk about how this will be delivered.

The children left behind are not just from different economic classes but also those who are less able physically than others. Their academic confidence is fragile, but the competence is clearly waiting to be discovered. With health and nutrition support, there is evidence to prove that achievement levels can match those of more privileged children.

Can India become like Finland in its education outcomes? India has many hurdles to cross. The first is scale, which almost makes competition a tool for survival. The resources and opportunities are a hard battle to circumvent. The range of learning to be designed is vast - across regions we cannot seek and cultivate homogenisation like they have. The most crucial is the teachers - unless we have the best teachers, who put in their best, with the care they give their own children - there can be little hope for the weak. The duty of care is the first ask of a teacher.

What the UK education system can learn from Finland

Finland has one of the most successful education systems on the Earth but what makes it so successful?

In recent years, much has been made of the Finnish education model. From newspaper comment pieces to political podcasts, people across the globe have been investigating just what makes the Finnish education model one of the best in the world.

Finland might be a country of just of just under 5.5 million, and a per-pupil budget that falls below the UK and the US. But it also happens to produce the smartest, most well-rounded students. Part of the reason for this, and perhaps the key reason, is that it chooses to ignore these statistics, and focus on the promotion of teaching autonomy, creative learning, and equal ability classes.

But before delving into the specifics, it's worth considering the statistics that have turned the heads of teaching professionals across the globe. In Finland, 66% of pupils attend university. The difference between the strongest and the weakest students is the smallest on earth. 93% of students graduate from secondary education. This is evidently an education system that works.

What's so different about the Finnish model?

1. There are no standardised tests

From the age of six, students in the UK are tested to assess their academic capabilities. But in Finland, throughout the course of a child's education, there is only one test that is mandatory -- the matriculation exam -- which comes at the end of vocational senior high school.

Some may say that without the tests we have in the UK, it would be impossible to assess students' progress. But Finland's education system, when assessing the statistics of student success, is superior to the one we have in the UK. With this system, teachers are trusted to do what they do best -- teach -- without the pressure of league tables or Ofsted inspections.

One reason why it is so effective is that there is a lack of competition that runs throughout a child's schooling. With the system we have in the UK, it is easy for children who underachieve early in life to be written off and placed in lower sets, which in turn discriminates against their chances. Not everyone develops at the same rate, after all. In Finland, all schools are created equally.

2. Teachers have to be highly qualified

In the UK, there are many routes to becoming a teacher. With teaching shortages, this seems like a logical way to increase the chances of getting more qualified teachers into schools. But could it impact the quality of education students get? In Finland, they take a very different approach.

Teachers in Finland are selected from the highest achieving graduates. The top 10 per cent are drafted in to teach their children and are required to take a masters degree before they are allowed to step foot in the classroom. Obviously, Finland is a much smaller country than the UK, so you could argue that it allows it to be more selective. There is, however, another reason why Finland can choose to be so picky about the teachers it places in the classroom.

For starters, teachers in Finland have more respect within their society. As they have to go through the same length of training as doctors and lawyers, they are granted equal status. Salaries are also relatively higher than in the UK, making it a much more attractive proposition to high achievers. Whilst we don't doubt the integrity and ability of teachers in the UK, Finland's model could help us get better teachers into UK classrooms.

3. Teachers have more freedom in the classroom

One of the biggest gripes for teachers in the UK is the restrictions that are placed on them teaching a structured curriculum. Whilst in Finland, there is also a national curriculum, there are no set texts, nor exams to

teach towards. Nor do lesson plans have to be so regimented. Teachers are given complete freedom as to how they teach what is on the curriculum. Both in terms of method, and direction.

Another aspect of teaching in Finland is the cooperation between teachers. Collaboration is encouraged, and teachers regularly share their experiences and expertise, not only in terms of subject content but also in terms of experimental teaching styles.

This is another way in which Finland leads the world. Because teachers come from such a strong academic background, where pedagogical thinking is encouraged, teaching is backed by the latest academic, psychological, and sociological research. And because Finland's education system is non-political, there is nothing stopping a school, or a group of teachers implementing the latest experimental techniques in their classrooms.

4. Homework isn't as widely used

Statistically, Finland issues a lot less homework to students than most countries on earth. Though it is a myth that there is no homework at all,

most of the education happens in the classroom. Which is, after all, where you would expect it to happen.

This is built on a mutual trust between teachers, students and parents. Parents especially know that their kids are being taught by the brightest people in society. So they back whatever happens when their children are in the school environment. In Finland, home time is there to develop soft skills, gain life experience and foster close family bonds.

5. Kids don’t start school until they’re 7

In the UK, kids start school at 5 years old. In Finland, they take a very different approach. Although preschool is free for everyone in Finland -- with 97% of kids attending -- actual schooling doesn’t take place until the age of 7.

Why is this so important? Because in Finland, early years are focused on play, rather than academic learning. At the age of five, our bodies don’t have the required motor functions to properly handle a pen, and other stationary. So it makes sense to let children learn through natural play. Whilst also helping to form social skills through interaction through play with other children.

This focus on play doesn't stop at the age of seven either. In no way are Finland's classrooms reminiscent of Victorian boarding schools. Play is encouraged all the way through schooling. This is, after all, where the bulk of our creativity develops.

Should the Finland model be implemented in the UK now?

Whilst it clear that Finland has an education model that the world should study, just how viable is it for the UK to adopt a similar model? This isn't something that could happen overnight. Private schools are illegal in Finland, for example. There is very little chance of that happening in the UK.

There are also question marks about the scalability. The UK has a far bigger population than in Finland. We also have a more diverse society, with more languages. There is also a lack of teachers. So making teachers sit masters degrees might not be the wisest thing to do right now.

Education system in India is worse than foreign countries including US, countries of UK and Gulf countries. This is the known fact. We all know it; but why? Why foreign education system is better than Indian education system? Today I will list out few differences between Indian Education System and Foreign Education System. Have a look.

Difference between Indian and Foreign Education System

Indian education focuses more on theory rather than practical. Indian education system doesn't allow creativity. Whereas in foreign countries; they focus more on practical based learning. And they allow creativity in education.

In India; education is a formality, part of routine; every Indian must get a degree of Engineering or Medical stream; whether you learn something or not. In foreign countries; education is taken as a learning process.

Foreign education curriculum contains everything taking from arts to sports along with studies. US has arts, sports, music and theatre in syllabus. Australia focuses more on sports; they have cricket, hockey and boxing in their college curriculum. Where as Indian education

system only emphasize on studies. There is no room for extra curricular in our education system.

In Dubai; primary and secondary education is free and it is made compulsory in law. Where as in India education is becoming business. Taking from privatization of education to tuitions and coaching institute; education is generating good money. So business minds are now moving towards education.

In India students are not given choice to select their field of interest. One must become an engineer or a doctor! Sports and arts are considered to be made for leftovers. If you don't get admission in science of commerce stream; you choose arts. This is what Indians feel.

In India; students are admitted into streams which have higher pay scale or higher number of jobs. And in foreign country; students are admitted according to their field of interest.

In India; students take admission seeing the trends. So if in a particular year, majority of students are rushing towards Mechanical Engineering, you're bound to take admission in Mechanical Engineering. Students are not given choice to select their field of stream. In short in India; we go with the flow. Where as in foreign countries, students wait until they get admission into their field of interest.

In India, students are required to memorize facts and figures. Thousands of equations of mathematics, birth dates and death dates of freedom

fighters, chemical reactions and hundreds of other things. We emphasize on theory. And in foreign country they impact knowledge in students through practical implementation.

Unit-III

a) Educational ladder of U.S.A. and China with special reference to India

Indian Education System or American Education System!

It is difficult to say which system is better. Both education systems have their own benefits and drawbacks. Both the systems have managed to develop the legendary personalities and world leaders. Americans who have never been to India would never be able to understand the Indian education system and vice versa. If we analyse these two education system, we will find some similarities and some differences. It's completely upon individuals to decide which system they would like to prefer.

Before counting of difference let us take you through the basic structure of evolved educational system of both countries.

Indian Education System (10+2+3 pattern)

A decade ago it was considered that one cannot get the world class education in India. However, the current trend has shown tremendous development in quality of education. Various research done in the past decade has highlighted the loopholes in curriculum. However, governing bodies had acted upon such drawbacks and brought some necessary changes. Syllabuses have been amended, new courses are being added and teaching methodologies have been changed. Updated infrastructure and qualified teachers are proffering premier quality of content. E-learning is gradually becoming trend in the schools. Education is the responsibility of central and state government. CBSE, CISCE, STATE and The National Open School are the main boards of Indian education.

The academic divisions in India are broadly divided into following categories:

Pre-pimary

Primary

Secondary

Higher secondary

Graduation

Post-Graduation

Upto 8th standard elementary education is provided. Secondary and higher secondary takes 2 years each. Graduation could take 3 to 5 years depending upon the nature of the course, then after the option of post-graduation (2 years) and research will be available.

American Education System

US has the most advanced education system from the rest of the world. State and the local government play key role in designing the curriculum. Hence, we can see little standardization in syllabuses. Individual state takes great control over education. For instance, content of the chapters, what truly is taught. These states are also responsible for the school funding to meet requirement. So, one can see the difference subjects, courses and other activities.

Though there is huge variation still, there are some common points like division of academic years. US follow three level pattern.

Elementary school

Middle School

High school

Post-secondary (college)

Parents sending children to kindergartens/pre-primary/nursery school have to finance the institute. Schools in US give more emphasis on practical understanding and extra-curricular activities.

Some similarities of Indian and American education

- Well-structured syllabuses and curriculum
- Both countries spend heavily on education
- Qualified teachers
- Both Countries have private and public schools system
- Free education in Public schools
- Sophisticated laboratories
- Good Infrastructure facility

Major Differences of Indian and American Education system

Though, there are some similarities but the way education sector is treated in both countries shows a vast difference.

Education in USA

- Teacher must hold state certification and license to teach.
- 20 -30 students per teacher in a class.
- Sports and extracurricular activities and considered equally important as core subjects.
- Flexible education system.
- The standard of education is not too high. Here curriculums are flexibly designed so that every student passes the high school.
- Maths is an optional subject in US.
- Teachers are important but do not hold the same value as in Indian Education system.
- Curriculum designed for upper grade may not be based on/related to lower grade.
- More emphasis is given to exploring and understanding the concepts.
- Public schools are well maintained and managed with better infrastructure.
- No formal examination for the students of lower classes. Though students of the higher class have to appear for tests.
- Students need not to carry lots of books.

Education In India

Teacher can start teaching to elementary classes after getting master or bachelor degree. However, they can continue their studies to become the experienced and qualified teacher to teach in higher classes.

- Approx. 50 students in a class per teacher.
- Traditional in Nature. More emphasis on core subjects. Sports and extracurricular activities are optional and do not hold the same importance.
- Education system is rigid.
- The standard of education is high. Here students are prepared to face the upcoming challenges in future.
- Maths is compulsory till 10th standard.
- Teacher receives great respect from students and parents.
- Curriculum of upper grade is built on the learnings of lower grade. For instance, the explained concepts in 9th grade would have been introduced in 8th grade.
- Emphasis on academic performance. Mostly, about reading and memorizing the study materials.
- Most of the public schools (run by government) are poorly managed (they lack infrastructure and other facilities). Hence, parents prefer for private schools.
- Whether lower or higher, students of all the grades have to sit for the examination.

❖ Everyday even the lower grade children have to carry several books.

Difference in education in India and China

Chinese education system consists of six years of primary school, three of lower secondary and three of upper secondary. The state mandates every child to attend nine years of school - six years of primary and three of lower secondary. At age 15, they are "empowered" to choose their upper secondary program in either academic or vocational fields.Shanghai model adopts the mission of equipping children with the core skills of learning and curiosity and the ability to disseminate information.

In India there is lack in assessing existing data on learning outcomes. Focused and step-by-step system of school education reform, it is indeed possible to aim at a bank of holistic schools in our Indian cities. There is a lot need to get improved. Beginning from the syllabus & their area of interest. Many students here are compelled to study the stream entirely opposite of their intrest.syllabus needs to be upgraded as Indian syllabus is outdated one

There are a lot of differences in the education of India and China. In 2009 children of the age of 15 took a test called PISA. This test was

conducted across 74 countries. In India students were selected from Himachal Pradesh and Tamil Nadu. From China the students were selected from Shanghai. According to the test India was ranked at the 73rd position where as China was ranked 1. Kyrgyzstan was the country to be placed last in the rankings. The test conducted was taken basically on mathematics, science and reading capabilities.

What went wrong?

The Chinese education system does not believe in taking a lot of examinations and putting load and fear into the minds of the students. The Indian education is filled with examinations that scares the students and takes the main motive of learning away from the students. India wants to compete with china in the global arena but the education of the country needs to improve. There is no scope for innovation in India. The students are taught the same old things. China on the other hand prepares students to have a creative and innovative thinking.

Difference in attitude:

A few decades back the Indian education system was far ahead compared to china. It was then that China took the initiative to improve the standard of education. In India the enrolment of students in the primary classes in nearly 97% but only 30% of these students go ahead and complete the 12th standard. On the other hand in China 9 years of schooling has been made mandatory for all the students. After that the students can choose whether they want to continue with education or they want to go ahead with vocational training.

Steps taken after the test:

After the test was taken the Chinese students were set as standards by the government. The Chinese government made it the standard of education in the other cities and schools across the country. On the other hand the Indian government pulled out of the next edition of the test held in 2012. The Indian government said that the test was completely different from what was taught in the schools across the country. The performance level of the students of India has no record. There is no proper education in India as there are too many different organizations in the education system of India.

What should be done?

The Indian education system needs to be reformed. There needs to be better prospect in the education for students. The students need to be taught about innovation and new thinking. There is no point in learning what has already been established. Politics need to be removed from education in order to provide the students with a fair chance. The fear of examinations needs to be removed from students. There should be constant survey across the country regarding the schools and the education provided. Proper scrutiny will help to get a clear picture of the current state of education in India.

Unit-IV

a) **Teacher Education program in U.K., Finland, U.S.A., China and India.**

Teacher training is a demanding process, but the job is incredibly rewarding. Learn more about key stages, types of schools and how to become a teacher

Training to be a teacher is challenging but there are a number of benefits to a teaching career. You'll use your knowledge and skills to inspire and educate the next generation and the variety of your job means that you'll gain plenty of transferrable skills in return.

You'll get to watch young people learn and develop, meaning that job satisfaction is guaranteed. What's more, you'll have ample opportunities to progress your career.

Teachers also enjoy great job security and other benefits such as a competitive salary, generous holiday allowance and a pension.

Discover how to become a teacher in the UK.

Age groups

The UK education system is broadly divided into primary and secondary schools, with a few authorities running a three-tier system. The key stages include:

Early years foundation stage (EYFS): 0-5 year olds - nursery and reception

Key Stage 1: 5-7 year olds - school years 1-2

Key Stage 2: 7-11 year olds - school years 3-6

Key Stage 3: 11-14 year olds - school years 7-9

Key Stage 4: 14-16 year olds - school years 10-11.

Try to gain experience with different age ranges to help you decide which group is right for you. Teacher training covers two key stages and, once qualified, teachers gain experience of teaching across key stages but tend to stay within the age range they trained to teach.

Legally, Qualified Teacher Status (QTS) means that you're qualified to teach any age range at a maintained school in England and Wales. However, if you want to move between age groups you'd need supporting evidence to demonstrate that you have the experience to do so effectively. For example, secondary teachers need to show they can teach the broader primary curriculum.

Subjects to teach

Primary schools cover KS1 and KS2 and teaching content is broad, covering the whole range of national curriculum subjects:

English

maths

science

art and design

computing

design and technology

geography

history

languages (at KS2)

music

physical education (PE), including swimming

Welsh (in Wales).

Primary schools are also required to teach religious education (RE). Some primary Initial Teacher Training (ITT) courses include a specialism such as maths.

Secondary schools cover KS3 and KS4, and sometimes post-16. Core subjects include maths, English, a science, citizenship, computing and physical education. Schools must also offer at least one subject from each of these areas:

arts

design and technology

humanities

modern foreign languages.

Pupils work towards national qualifications, usually GCSEs during KS4. Additional subjects offered include, drama, dance, and media studies. Schools are also required to offer RE, careers guidance and sex and relationship education (SRE).

Shortage subjects receive the most funding for teacher training, which in 2018/19 is between £6,000 and £32,000. You can improve your knowledge of subjects such as geography, maths, biology, chemistry, physics, design and technology, computing or a language with a subject knowledge enhancement course.

Types of schools

The UK has broadly two sectors of school education - state maintained and independent. The type of school can affect how its run, admissions criteria, who staff are employed by and what's in their contracts. The different types include:

Academies and free schools don't have to follow the national curriculum. They may focus on a specialism such as business and enterprise, technology, science or art and will participate in the same KS3 and GCSE exams as other schools.

Maintained must follow the national curriculum and, as long as these requirements are still met, can focus on specific subjects such as RE in faith schools.

Grammar schools are funded by the local authority but select pupils based on their ability. To gain a place at a grammar school pupils must sit an examination known as the '11-plus'. There are no state grammar schools in Scotland or Wales but they still exist in parts of England and Northern Ireland.

Independent sector, including Montessori and Steiner Waldorf Schools, are exempt from following the national curriculum, focusing instead on the child's individual creative, moral and personal development. They

expect teaching applicants to have their own specialist teacher training qualifications.

Becoming a qualified teacher

To teach in England and Wales you need to gain QTS. You will obtain this on an ITT programme, which could be school or university-based and takes approximately one year to complete. Once you have finished the course, assuming that you meet the standards, you will be awarded QTS and become a newly qualified teacher (NQT) ready to undertake your induction year.

Scottish teachers need a degree and an Initial Teacher Education (ITE) qualification. Upon completion of your ITE you'll need to undergo a probationary teaching year. To find out more, see teaching in Scotland.

To become a teacher in Northern Ireland you'll need to complete an undergraduate Bachelor of Education (BEd) or a one-year Postgraduate Certificate in Education (PGCE). If you want to teach in country, but trained outside Northern Ireland, you'll need to get your qualifications approved by the General Teaching Council for Northern Ireland (GTCNI). Learn more about teaching in Northern Ireland.

Applications for most teacher training programmes in England and Wales are made through UCAS Teacher Training (UTT), in the autumn prior to starting training. To find out more, see routes into teaching. You'll also submit your application for teacher training in Scotland through UCAS.

In Northern Ireland, applications are made directly to individual institutions. Financial support is available including bursaries for some subjects depending on degree grade. To see what's available in Wales take a look at Discover Teaching. For Northern Ireland, see NI Direct Initial Teacher Training.

Entry requirements for teacher training

To train as a teacher in the England, you need:

A degree (or equivalent) of a 2:2 or above. If you want to teach at secondary or post-compulsory level, your degree should be in, or relevant to, the subject you want to teach. If it's not, contact a training provider as you may be able to take a subject knowledge enhancement course.

At least a GCSE grade C/4 or equivalent in English and maths. If you want to teach primary or early years you will also need a GCSE grade C/4 or equivalent in a science subject. Some training providers may accept equivalency tests but you'll need to check with the individual provider.

To pass the professional skills tests for numeracy and literacy. These must be passed during the application process for your teacher training course.

To have declared any previous convictions and undergone the criminal records check through the Disclosure and Barring Service (DBS).

In Wales, you'll need:

At least a GCSE grade B/5 (or above) or equivalent in English and maths. Early years and primary teachers also need grade C/4 (or above) in a science subject.

An undergraduate degree awarded by a UK higher education institution or equivalent.

Unlike their English counterparts, Welsh teachers are not required to pass professional skills tests. However, some training providers may require you to sit numeracy and literacy tests.

To have declared any previous convictions and undergone the criminal records check through the Disclosure and Barring Service (DBS).

You'll need the following to train in Scotland:

English at SCQF Level 6 and maths Level 5.

Two other National Qualifications at SCQF Level 6 and one other subject at SCQF Level 5 for an undergraduate degree.

An undergraduate degree awarded by a UK higher education provider for PGDE programmes.

To be a member of the Protecting Vulnerable Groups scheme.

Classroom experience.

To train as a teacher in Northern Ireland, you'll need:

Two passes at GCE Advanced level, with grade C or above in three other subjects at GCE level, to be accepted on to a BEd course.

An approved undergraduate degree for PGCE courses.

To undergo a police criminal records check.

Skills and qualities for teaching

To become a good teacher you need:

Proven ability to relate to pupils and their parents/carers. This could be from working in a school or in other contexts such as guides and scouts or coaching a sports team. This will develop your awareness of how to inspire and motivate your pupils and promote good working relationships with their parents/carers.

Enthusiasm for the subjects you teach at secondary or FE level in particular. Show that you read up on this subject in your own time and are interested in the related current educational issues.

A depth of knowledge in the subject/age range and relevant curriculum. Subject/age range knowledge and understanding enables teachers to know how to build good foundations for learning and set developmental expectations for their pupils.

The ability to convey your knowledge to the students in an engaging and understandable way. Inspirational teachers develop excellent communication skills through their work with young people and can teach the curriculum in a variety of ways to students who have diverse learning styles.

Confidence in your ability to teach and the capacity to be a good role model even when tired and under pressure.

Great organisational skills as teachers are often balancing many demands including pupil's needs, lesson preparation, assessments and discipline matters.

Dedication, commitment and resilience. Excellent teachers reflect on their experiences and adapt their approach, constantly learning and improving.

The ability to deal with conflict and be patient and calm in sometimes stressful situations.

Integrity, which enables pupils, colleagues and parents/carers to be able to trust you as a teacher.

A good sense of humour.

Induction year for newly qualified teachers

Once you've passed ITT in England and Wales you will be awarded QTS. You will then be required to complete an induction year to become a fully qualified teacher. During this time you must demonstrate that you meet the Teachers' Standards (England) or Practising Teacher Standards (Wales).

You will be provided with an induction tutor/mentor, a reduced teaching load and a tailored induction programme. Find out more about life as a primary school teacher.

The probationary year in Scotland is known as the Teacher Induction Scheme (TIS), a guaranteed one-year probationary teaching post with a Scottish local authority school. A flexible route is also available - see The General Teaching Council for Scotland.

Teacher Education program in Finland

Teachers in Finland are highly trained. In general education all teachers are required a Master's degree. In vocational education teachers should have a Master's degree or Bachelor's degree. The high level of training is seen as necessary as teachers in Finland are very autonomous professionally. Teaching and guidance staff within day-care centres generally have Bachelor's degrees. Pre-primary teachers in schools hold a Master's degree.

Guidance counsellors in basic and upper secondary education and training should have a Master's degree and guidance counsellor studies. Special needs teachers hold a Master's degree with special pedagogy as the main subject or a teaching qualification including special needs teacher studies.

Teachers at universities of applied sciences are required to have either a Master's or a post-graduate Licentiate's degree, depending on their position. They must also complete pedagogical studies. University teachers are generally required to hold a Doctoral or other postgraduate degree.

Teacher training can be either concurrent, with pedagogical training inte grated into the Master's programme, or consecutive, with the pedagogical training completed after the initial degree. The latter is the case for example in vocational teacher education. The consecutive model also serves those who decide on a teaching career later.

At most levels of education teachers are required to participate in in-service training every year. Finnish teachers consider in-service training to be a privilege and therefore participate actively.

In-service training is offered by different providers. The state funds in-service training programmes, primarily in areas important for implementing education policy and reforms. Education providers can also apply for funding to improve the professional competence of their teaching personnel.

Historical Context of Teacher Education in Finland

We must briefly note here that teachers in Finnish schools can be categorised, depending on their education and job role as Kindergarten teachers, Crafts teacher, Music teacher etc. Though, each category of teachers is trained using different curriculum. In this paper, we will limit our discussion to ‘classroom’ and ‘subject’ teachers, as together they form a large majority among school teachers.

Two ‘Lines’ of Teacher Education

Before the 1970s, while primary school teachers received their 3-year education in teacher-training colleges, secondary school teachers were first expected to receive academic discipline education for five years and then directly receive a ‘practical training’ in schools connected with universities or teacher-training colleges.

A major reform – which (along with the schools reforms of late 1960s, described above) was to later prove central to the success of Finnish education – took place in 1971 with the coming out of the Teacher Education Act, as a consequence of which, the teacher education for both the newly-formed 'comprehensive schools' and the upper secondary schools was handed over to the universities. Faculties of Education were set up concomitantly, in every university (that existed at the time); which, in time, grew to have two departments in most universities: department of Education and department of teacher education. The former, were tasked with conducting research in general education and work on challenges in administration and planning; while the latter focussed on teacher education as well as research in teaching and teacher education (Kansanen).

Committee Report, 1975, a landmark report on Finnish education, stresses that:

All teacher education for comprehensive and upper secondary schools should be academic and carried out in universities.

Teacher education should be unified for different teacher categories.

The initial education of future teachers must give a common and broad qualification to all teachers and this common background can then be flexibly complemented by in in-service education.

Pedagogical studies should be developed in such a way that teachers are prepared to be educators in the board sense of this concept and can attend to their pupils' socio-emotional growth. Teachers should have a pedagogical, optimistic attitude to their work that is grounded in the latest research. Theoretical and practical studies as well as subject academic matter and pedagogical studies should be more successfully integrated.

Teacher education should consist of societal and educational policy studies.

As we will see again in the next section, the roots of what are today the 'hallmarks' of Finnish teachers and education – teaching seen as an 'academic' career, unification and flexibility of teacher education, strong research orientation and collaborative nature – can be easily noticed in this seminal document of the mid-1970s.

Following a further reform in 1979, the minimum qualification required for both comprehensive school and upper secondary school teachers was defined as a Master's degree requiring about five years of rigorous academic and practical work. This served three main purposes : one, it

unified the elementary and secondary school education by giving them both a ‘common core’ (thus, not just simplifying the training but also making ‘movement’ of teachers from one stream to other possible2; two, teachers even at the primary level were expected to meet high academic standards (and benefit from being ’academic-equals’), and three, upper secondary teachers too were now expected to train in pedagogical studies (Niemi & Jakku-Sihvonen, 2006).

The next major change in teacher education came as a result of the Bologna Process (or Bologna Accords3) under which, supported by the Ministry of Education, all universities responsible for teacher education came together to form a national network (Vokke project, 2005) and collaboratively prepare new curricula for teacher education.

As part of the process, teacher education in Finland changed to a two-tier degree system in August, 2005. In the next section, we will look at some of the main features of these curricula that are presently in use.

Teacher Curriculum in Finland

Moving to the two-tier degree system has meant that all teachers now need a three years Bachelor’s degree and a two years Master’s degree

(except kindergarten teachers – who only need a Bachelor's degree). However, as noted above, in this paper we will look at the curricular details of the education of two categories of teachers:

Classroom Teachers: These teachers are responsible for the lower grades (1-6) of the comprehensive schools. They typically teach all subjects relevant for the class which they handle and are also responsible for the "whole personal development" of their students. As the students move up the grade, the teachers move with them.

Subject Teachers: These teachers teach in the upper levels of the comprehensive school (7-9) and the upper secondary schools. They usually specialise in one or two subjects (one major and one minor) and teach only those.

Despite the differences in their roles (as well as training), the teacher education curricula of both categories of teachers can be divided into the following broad groups (Niemi & Jakku-Sihvonen):

Academic Disciplines

Research Studies

Pedagogical Studies

Communication, Language and ICT Studies

Personal Study Plan

Optional Studies

Before we get into a more detailed discussion of each of these categories, let us briefly look at some of the main principles that underlie the teacher curriculum design in Finland, as an understanding of these principles is helpful for understanding why the curriculum has been designed in this manner.

Principles behind Teacher Curriculum

1. Autonomy, Responsibility and Trust

At the very heart of Finnish teacher education lies the belief that teachers – at all levels – not only can be, but must be (turned into) autonomous professionals – experts in their fields and capable of handling various kinds of challenges (pedagogical, administrative, family or community related, even relations with local industries) on their own and in collaboration with their colleagues and local community.

The development of these qualities in the average teacher, on the one hand, makes teaching one of the most sought after and prestigious professions in Finland (Sahlberg, 2010); and on the other hand, forms the basis of the trust which allows administrators and policy makers to almost completely 'hand-over' the task of curriculum design and assessments of students, to the teachers4.

As Sahlberg (2010) remarks: "[T]eachers and school principals play a key role in curriculum design. Teacher education provides them with well-developed curriculum knowledge and planning skills. Moreover, the importance of curriculum design in teacher practice has helped shift the focus of professional development from fragmented in-service training towards more systemic, theoretically grounded school-wide improvement efforts."

2 Research-Based Approach

Related to the principle of autonomy, responsibility and trust, is the principle of adopting a heavily research-based approach. It is important to highlight the two primary objectives behind this principle. One, this approach allows the student-teachers to keep themselves abreast of the latest research in their field of work, as well as to contribute new knowledge. But the second, larger, goal is to also develop teachers who

can reflect on their own beliefs and practices. “The goal of research-based teacher education for future subject teachers” as Kansanen points out “is to impart reflective teaching which will help the new teachers solve problems with which they may be faced in practice, through autonomous thinking and logical argumentation.”

3 Stress on Integration on Theory and Practice

The third defining principle of the Finnish teacher education is the tight integration of theoretical aspects with practice during studies (Hytonen, 1995). The first ‘sub-principle’ under this is to allow student teachers to begin practice teaching as early as possible; while the second is to emphasize the interaction between practice and educational theory throughout the study period – in every study year (1st to 5th) and during every study period.

“The curriculum” as Kansanen says “is thought of as a spiral (with courses of basic importance vertically integrated into the studies and) with the constant interaction of theoretical and practical aspects, assisted by the knowledge of research methods and content.”

Curriculum of Classroom and Subject Teachers: Key Features

Having looked at the ‘guiding principles’ behind the teachers education curriculum, let us now turn to some important features of the classroom and subject teachers’ curricula. [Before we begin, a few explanatory comments are in order though. Post the Bologna Accords, degree requirements are measured in ECTS (European Credit Transfer System) in most of Europe, with each ECTS roughly equal to 27 work-hours; and about 60 ECTS considered equivalent to one academic year of work.]

As we had noted earlier, post the educational reforms, all teachers’ education curriculum in Finland share a ‘common core’, along with having some distinct parts. Let us consider each of the two, in sequence.

Common Core:

1 Pedagogical Studies

The common core of the Finnish teacher education curriculum mainly consists of what are generally called ‘pedagogical studies’. These subjects, which are worth 60 ECTS (i.e. about one academic year) are obligatory (by legislation) for qualifying as a teacher; but can be taken parallely with the Master’s degree or after completing it. (Typically, however, for classroom teachers, pedagogical studies are spread across

the course; whereas for the subject teachers it starts in or after the 3rd year). It mainly comprises of studies in the science of education with emphasis on didactics.

The goal of pedagogical studies is to create “opportunities to learn pedagogical interaction, how to develop one’s own teaching skills and how to learn to plan, teach and evaluate teaching in terms of the curriculum, the school community and the age and learning capacity of the pupils. Students also learn how to cooperate with other teachers, parents and other stakeholders and representatives of the welfare society. (Kansanen)”

The 60 ECTS in pedagogical studies is further distributed into theory, supervised (teaching) practice and research ‘readiness’ (with regards to the goals mentioned above).

2 Communication, Language and ICT Studies

Language and communication courses are generally divided into courses in mother tongue and in foreign languages. The former includes verbal

communication, speech and culture, classroom communication, didactics of speech education, written communication and academic writing skills etc. The goal of the latter is to provide enough proficiency to allow students to access foreign literature (especially research papers, books etc.) easily. Similarly, ICT studies are a regular part of the course throughout the five years, but the stress especially is on using ICT for research, teaching and collaborations.

3 Personal Study Plan

The preparation of a personal plan has been made obligatory in university studies in Finland which includes the teachers' education programmes. Its primary purpose is to help students to plan for, seek support and finally, take control of their careers, with systematic help from their tutors.

The other parts of the curricula of classroom and subjects teachers vary sufficiently, to warrant their discussion in the next section, in which we will first consider the unique courses of the classroom teacher education and thereafter, those of the subject teacher education.

Curriculum of Classroom Teachers

The main subject for study for the classroom teachers is a “systematic study of education – with emphasis on teaching, research and didactics (Kansanen).” Thus, in addition to the common subjects described above, the curriculum of classroom teacher education consists of the following three groups of subjects.

Educational Studies

Being the main course, the education studies are spread across the five years, and are divided into three hierarchical levels: general studies (or basic education which consists of “introduction to the development of educational ideas, with their philosophical, historical, and societal aspects, and with an introduction to the methodology of research, both through quantitative and qualitative approaches; Kansanen), intermediate studies (“theoretical aspects of teaching, professional development, evaluation of teaching, and the psychological assessment of pupils, research methods with a course of advanced statistics”; ibid) and advanced studies (which consists of three parts: a study project, an examination on advanced specialist literature and practice studies).

The study project consists of two seminars (in the first, the topics of research, theoretical backgrounds and proposed research methods, literature survey etc. is presented; and in the second the preliminary findings and draft report is presented, which is further refined for) a Master's Degree thesis. The course on research methods goes hand in hand with the progress of the study project.

The Master's thesis topic – an important component (which can be worth 40 ECTS) – of the classroom teachers education, is usually related to class-room topics (or general education) and are often action research.

Practice studies consist of a number of internships (introductory, basic practice, field practice and finally teaching practice). The introductory and basic practice may usually be done in training schools attached with the university which has specially trained teachers who can mentor the student-teachers even as they teach their own students. The field and teaching practice is often done in municipal schools. Peer assessments and feedback and group discussions play a very important role in practice studies.

Subject Didactic Studies (Multidisciplinary Studies)

Since the classroom teachers are responsible for all subjects (grades 1-6), the goal of this course is “for the students to acquire sufficient skills in the given subjects and the related basic didactic skills so as to be able to work as classroom teachers. Studies of the mother tongue and of mathematics are compulsory for all students (ibid.)” As is clear, the emphasis here is on subject didactics.

Minor Subject Studies

In addition to majoring in education and learning about all subject didactics, the classroom teacher-students also have the option to choose one or two ‘minor’ subjects (which they wish to gain relatively more in-depth understanding of). Other than the academic subjects (maths, science etc.) they can also choose subjects such as ICT, early year education, music etc.

Curriculum of Subject Teachers

The main difference between the curriculum of classroom and subject teachers is that the subject teachers major in the subject which they are to teach (say maths or geography as opposed to education).

Students usually first apply to the subject-departments of their universities. During the second year, if they meet the stipulated criteria, they are offered the option to train as teachers. Those who opt for it, then begin their studies in education from the third year.

In addition to their major subject (at least 120 ECTS), thus, the subject-teachers do one course in pedagogical studies (common core, 60 ECTS) and at least one another minor (60 ECTS) in any one of the other school subjects. As a result of which most subject teachers can usually teach at least two subjects

Conclusion

We began with a summary of the Finnish education, noting how a stress on equity, and a consistent, concerted effort, is behind its present success; as well as some of the key features of the present education system. Then, we surveyed the historical context of the Finnish teacher education and spend some time in discussing the reforms of the late

1960s and 1970s, and their importance. Thereafter, we discussed three important principles behind the design of the Finnish teacher education curriculum and noticed how pedagogy studies, language and communication, and personal study plan, now form a common core between the classroom and subject teacher education curricula. Finally, we looked at the details of some of the unique courses and features of the two curricula.

If one were to briefly attempt a comparison between the teacher education in Finland and India, one could not help notice some striking differences. The biggest difference, perhaps, is the academic requirement of the teachers – while in at least some of the Indian states (e.g. in Bihar) even non-graduates are allowed to teach in schools, Finland expects even its kindergarten teachers (equivalent, in some ways, to aanganwadi workers) to have at least a three years Bachelor's degree (i.e. 15 years of education) in education (including a thesis). The requirements for primary and secondary teachers, similarly, are different (in practice, if not on paper) in both countries.

Moreover, most of our teachers have almost no exposure to 'pedagogical studies' while studying for their Bachelor's degree. Teacher's training (putatively for a year, but often taking less than nine months) is seen as

an adjunct – not the ‘central’ part of a teacher’s preparation. This contrasts sharply with the Finnish system in which pedagogical studies (which includes didactics, practicums and internships) is the ‘common core’ of all teacher education.

Similarly, even though comparative studies on the topic are hard to come by, one would perhaps not be surprised if Finland, with a fraction of India’s population (and number of teachers), is producing more research work (including Master’s thesis and Doctoral work) as compared to India – highlighting the lack of research orientation/training and research practice of the teachers (and resulting in educators who may find it difficult to truly ‘reflect’ on their beliefs and practices).

Finally, one cannot also ignore the huge differences in the way ‘assessments’ are used; as well as the control of, and expectations from, the teachers in both countries. How many teachers or schools in India, for instance, would be allowed to – and if allowed, be able to – design their own curriculum? A poorly framed teachers curriculum (which is often even more poorly transacted in classrooms), thus, seems to lie at the heart of many of the issues being faced by the Indian education system at large.

What is in-service Education? The demands now "being made upon educational institutions in general and the schools in particular and upon the people who are responsible for the quality of education make it impracticable to place full dependence upon pre-service education of teachers. According to C. Glen Hass, "In-service education includes all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job."4" It has been said here that in-service education is that activity which will help the professional personnel to improve his efficiency to work and contribute/to improvement on the job when he is in service. In this statement, not a particular activity is shown but all activities help the individual for his professional growth. It can be understood from this statement that the in-service courses are to be conducted for those professional works who are in service and that they have already completed the course meant for pre-service training. That is, the inservice education programme is to equip the professional workers to perform their duties efficiently and successfully.

> Brian Cane defines in-service teacher education in these words, "In-service teacher education is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification, subsequent to initial training would he included within this definition.

This kind of course is taken by the serving teachers with a view to extending their professional knowledge, interest or skill. What should be included in the inservice teacher education? He has pointed out that all those courses and activities could be included which are helpful to serving teachers. In this definition of in-service teacher education, preparation for a degree, diploma or other qualification subsequent to initial training would be included. (b) Purposes of in-service Education: If in-service education is meant for those teachers who have already had the initial training and are working as professional workers in the schools, one would like to know what is it meant for? In other words, one wouldask a question, "What are the purposes of in-service education?" According to C. Glen Hass, the following are the purposes of in-service education: ”* To promote the continuous improvement of the total professional staff of the school system. * To keep the profession abreast of new knowledge and to release creative abilities. * To give the much needed help to teachers who are entering a new responsibility or a new field of work within the profession. * To eliminate deficiencies in the background preparation of teachers and of other professional workers in education. * To keep abreast new professional subjectmatter. "

In other words, the objectives of the in-service education are (i) to improve the professional staff of the school, (ii) to acquaint the teachers with the recent development in the content of the subject as

well as the ways of teaching the subject, (iii) to help the teachers when they undertake the new responsibility or a new field of work within the profession and (iv) to remove the deficiencies in the initial preparation programme of teachers. It has rightly been said ’the real training of teachers commences after the end of the initial. They may experience difficulties when they practice and hence a question can he asked ’Who will help these teachers when they are working in the schools?’ This question will lead the investigator to discuss the need for in-service education. (c) The Need for In-Service Education: There are a number of factors which make clear the need for in-service education. They are (i) Social changes, (ii) increase in pupil enrolment, (iii) increase in the number of s teachers, (iv) shortage of adequately prepared teachers, (v) maintenance of familiarity with s' new knowledge and subject matter, and (vi) improved knowledg^xdr teaching methods.

Teacher Education Programs In India

There are two aspects of teacher education. The preparation of teachers is one aspect of the teacher education programme, the other is meant for _th.e conti-^ nuous growth of^teachers:working in the schools. This aspect is known as the inservice education programme. It is said a real teacher nt all his life. In this connection, it would he

worthwhile to see what Ravindranath Tagore has said. He has said, ”A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it it can h& said that a teacher if he wants to he a successful one he must he a student first and teacher afterwards. A teacher’s role is to remove ignorance asa lamp removes darkness and gives lighi^-—The same lamp also enkindles the other lamp. ,^ffiis can he possible if the lamp continues to bupjr^its own flame. In the same way, if the teacher is genuinely interested in teaching and he intends to dissipate the ignorance he should learn himself throughout his life.

The Secondary Education Commission observed, "However excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analysed and through individual and group efforts at improvement." ^0 The Commission has observed that -a^r--eicceTi^nt teacher cannot be produced only because the teacher training programme is excellent. The teacher training programme helps the teacher to engender the knowledge, skills^"" and attitudes. They will enable the teacheyxfo perform his duties with a reasonable

degree cxp-^onfidenee and with the minimum of experiencq^^^fficiency may not come through training only. It can come through experience critically analysed. Every experience teaches theteacher. One would ask questions like: Who should accept the responsibility for inservice training programme? What should he the activities? For getting replies to these questions, one should refer to the Report of the Secondary Education Commission. The Commission has pointed out that, "The teacher training institution should accept its responsibility for assisting in this inservice stage of teacher-training. Among the activities which the training colleges sfiould provide "oF~in which it should collaborate are;(l) refresher courses, (2) short intensive courses in special subjects, (3)~~practical_jtr-ainaja& in. workshop^ (^""seminars andr^professional courses. For assisting in the in-service education, the teacher training institution should accept the responsibility. The training colleges should provide the activities by arranging refresher courses, short intensive courses in special subjects, seminars and professional courses. The training colleges should also provide practical training in the courses by arranging workshops. In other words, the in-service programmes could be arranged through refresher courses, seminars and workshops. Who would be incharge of these different activities ofinservice education programmes? The Commission has suggested, "It should also allow its staff where

possible to serve as consultants to a school or group of schools 22 conducting some programme of improvement." It can he interpreted that the training colleges should>nat'^be responsible for arranging the programme^'^These programmes should be arranged by^a^sphbol or group of schools. Perhaps the Commission might have thought that the need for such programmes should be felt by the schools but not to be enforced by the external agency like the teacher training college. For helping the schools, the training college should allow its staff members where possible to serve as consultants. Regarding the need of inservice education in this country, the Education Commission (1964-66) ha«^recommended, " The need is most urgent in theteaching profession because of the rapid ad^ancer^in all fields of knowledge and continuing evolution of pedagogical theory 23 and practice." The Education Commission has felt the need for the inservice education programme because of the rapid advance in all fields of knowledge and the researches in pedagogical theory and practice. If these researches don't enter the class-rooms, how are they going to be useful? They can enter the class-rooms through teachers and the teachers can he acquainted with the recent development find researches in the area through the in-service programme.

The Extension Programme; The year 1955 is more important in the history of in-service education of this country because the Government of India set up an autonomous body named the All India

Council for Secondary Education. The Council was entrusted with the task of organizing in-service education programme with a-jcieW'to improving the quality of education at the secondary level. In the same year, the Council established extension centres attached to the teacher-training institutions. —•> One will get the distinct phased s' of the movement / of the extension programmes^as^^) spread of new ideas (ii) trying out new ideas and (iii) trying out experimental projects.

In 1959, the Council was converted into an advisory body and its functions were taken over by the Minister of Education, Government of India. This insipience programme was implemented through a new office known as 'The Directorate of Extension ^rognaffme for Secondary Education* which became the department of the National Council of Educational Research and Training in 1961.

So, the work of the In-service education was done through the summer institutes, workshop, and seminars. Other Courses: There are other courses that are run week-ends for the serving teachers. These courses are of the fixed' « duration and the successful candidates are awarded a degree, a diploma or a certificate. For this purpose, the universities took the responsibilities. Mention can he made of M.Ed. which is after the initial training and diplomas and certificates are awarded in the areas of special fields (of education. The difference between the courses offered by the universities and programmes

initiated by the extension departments/centres is that the serving teachers have to fulfil certain requirements and of fixed duration. While the programmes initiated by the extension departments are continuous and spread over some time.

b) <u>Recent trends and innovations in education of above mentioned countries.</u>

Around the world, tuition at universities is rising at a much faster rate than inflation and challenging students' return on investment. Reduced government funding and higher operating costs are driving the need for change at universities. The mismatch in employer needs and employee skills is leaving over seven million jobs unfilled in the U.S.

These trends are opening the way for new approaches in higher education. Innovations in how post-secondary education are delivered, financed, and recognized are driven by a range of actors—from large public universities like Arizona State University to elite private institutions like MIT

One way students can evaluate whether to invest in higher education is through potential wage premiums—namely if what students would earn with their education is higher than what they would earn without it. An important element in understanding the return on investment of higher education is the cost of the degree.

The average wage premium in the EU and U.S. for those with a tertiary education is approximately 60 to 75 percent more than they could earn without the degree, while it is around 150 percent in some middle-income countries like Brazil and Chile. In the U.S., tuition prices have skyrocketed and the cost of an undergraduate degree is 13 times higher than it was 40 years ago. Tuition and fees have increased over 1,000 percent since the late 1970s and the increase in the cost of food and housing was less than a third of that.

Another aspect influencing recent innovations is the increase in tuition and fees, which stems from a mix of factors including reduced government funding and increased spending on amenities to attract students. In the U.S., for example, states cut funding deeply after the recession hit—spending 16 percent less per student in 2018 than in 2008. Universities are responding with cost cuts and seeking alternative revenue sources. For example, Purdue University has reduced its in-state student intake by approximately 4,000 over the last ten years—while increasing its out-of-state and international student intake by about 5,000—as these students pay higher tuition largely without the need of financial aid.

In addition to reduced funding, rising costs, and decreasing wage premiums in places like the U.S. and U.K., there is also the worry that what students learn at university will not necessarily give them the skills needed for the jobs available. This skills mis-match is particularly acute in fields like computer science where real-world practice easily outpaces academic curricula. By 2020, one million computer science-related jobs will go unfilled, and many computer science programs at universities are outdated. In the words of one Make School college student attending its innovative tech program after taking computer science classes from the elite public university where he received a B.A., “my university courses taught me all about the theory of computer science, but I couldn’t actually code.”

There are currently seven million job openings and over 6.3 million job seekers in the U.S., and the acceleration of the digital economy and the rise of automation is only exacerbating this worker shortage. Of the job openings mentioned, 1.2 million or 17 percent are in the healthcare sector, highlighting a continued shortage of nurses in the U.S. According to a recent study by McKinsey, this sector is the only one in which “the need for physical and manual skills will grow in the years leading to 2030.”

These major shifts in higher education are opening opportunities for new approaches and new actors to help support post-secondary learning and skill development. There are six trends that are particularly notable.

1. Online education has become an increasingly accepted option, especially when "stackable" into degrees.

Enrollment in online courses has more than quadrupled in the last 15 years in the U.S. While not as explosive in other countries, online options are gaining traction around the world. Given the increased cost of higher education, online programs are offering not just increased flexibility, but also a major reduction in cost. Coursera offers a fully online master's degree from the University of Pennsylvania in computer and information technology for one-third the cost of the on-campus version. Several programs are also allowing students to "test" degrees by taking courses that can eventually be "stacked" into a degree, thus lowering their risk. MIT now offers a supply chain management degree with a portion of the curriculum online through edX before students enter the on-campus program. Arizona State University allows students to take the first year online as part of the Global Freshman Academy. In both programs, students

complete a portion of the degree online and then apply for the on-campus, full degree at a fraction of the price.

2. Competency-based education (CBE) lowers costs and reduces completion time for students.

There is an increase in CBE, which allows students to apply their work and life experience to their education. These degree programs tend to be less expensive, self-paced, and more career-oriented. If students—either through workplace training, outside reading, or purely life experience—happen to have the competence and knowledge required for a particular subject, they can take the test and get credit without having to take a class. Title IV funding (financial aid) is available for some of these programs, which includes the University of Wisconsin and Southern New Hampshire University, a sign that the U.S. Department of Education recognizes their importance. In previous discussions, the global strategy company Parthenon estimated that more than 600 institutions are either exploring or have launched CBE programs, with double-digit growth expected annually from 2013 to 2020. It is too early to predict the efficacy of these programs, but their popularity with students and employers continues to rise.

3. Income Share Agreements (ISAs) help students reduce the risk associated with student loans.

In the U.S., the private sector is improving the student loan dilemma for students with ISAs. Countries like Australia have government-run agreements—where students don't pay back their loans until they get a job and meet certain income thresholds—but currently, private companies provide ISA options in the U.S. Vemo Education works with universities and skills-providers to establish these agreements. Institutions can also make direct offerings, such as at the previously mentioned Make School, which provides a newly accredited applied computer science degree designed to take two to three years. This requires students to pay back 20 percent of their income for the first five years of employment, and if they don't find a job, they aren't responsible for payments. Institutions share the risk with the students, and in this particular program, are held accountable for student outcomes.

4. Online Program Manager (OPM) organizations benefit both universities and nontraditional, working-adult students.

OPMs help traditional universities build and maintain their online degree or program offerings, while opening new and flexible options to nontraditional students. Generally, through a revenue share model,

the university provides the content, while the OPM primarily puts it online and leads the marketing efforts. The leader in this market is 2U, which, for example, partners with the University of North Carolina to deliver an online master's degree in public health. Another smaller but fast-growing player in this market, which according to Eduventures, is expected to reach $2.5 billion by 2020, is Coursera, which works with the University of Pennsylvania, Michigan, and HEC Paris, among others. Companies like Trilogy Education partner with top universities to deliver in-person skills training on-campus in fields such as coding and cybersecurity. Other companies like Orbis Education partner with universities to help bridge the healthcare provider shortage through a hybrid approach to pre-licensure healthcare programs, while ExecOnline partners with top business schools to deliver executive leadership courses online.

5. Enterprise training companies are filling the skills gap by working directly with employers.

Given the massive mismatch in employer needs and worker skills, there are many companies working with corporations to ensure employees are rightfully skilled. Trilogy Education not only partners with universities, as mentioned above, but also leverages its network of partners and its platform to help companies bridge their own tech-

talent gaps in both hiring and training. One of the more successful models has been Pluralsight, which is an online platform for IT and software developer training. Its focused, industry-updated content, and close ties to employers are key success factors. A unique model to address this mismatch is Revature's platform, which utilizes university partnerships and close collaboration with employers to deliver a program where students pay their tuition over a two-year period after they are employed.

6. Pathway programs facilitate increasing transnational education, which serves as an additional revenue stream for universities.

The brightest students around the world that can afford to study abroad are increasingly embarking on journeys overseas, primarily to the U.S., U.K., and Australia. According to Studyportals, the number of internationally mobile students is expected to increase from 4.5 million in 2015 to nearly seven million in 2030. International students are increasingly attractive to universities, as they allow expanded reach and programs offered at different price points. Students from China, India, Saudi Arabia, and South Korea account for more than 50 percent of students who go abroad to earn their degree, with China as the largest source. The U.S. has seen a recent decline in its growth

of international students, which some link to stricter immigration policies, but student flows are expected to increase globally. Pathway programs, which are a small but fast-growing segment of the transnational education market, help foreign students get admission into U.S. institutions through bridging academic entry standards. Companies such as the U.K.-based Study Group and U.S.-based Shorelight partner with universities to set up these programs and use revenue share models, providing an additional revenue source for universities. Most of these programs are in countries that have been traditional draws for higher education like the U.S., but some are now also in countries like China that traditionally send many students overseas.

There will undoubtedly be on-going opportunities for new approaches and actors to innovate in higher education as the sector continues to face high costs, decreasing returns on investment, and skills mis-matches. Watching these six trends and how they develop over time will be interesting. It is unlikely that they will reverse course anytime soon.

IN U.S.A

With the advent of new technologies being infused in school curricula, educators and school leaders are beginning to rethink all facets of data in

the classroom. New, innovative methods of data collection are continually being developed, which offer new options for ongoing formative, culminating summative and alternative assessments. Yet what precisely do nouveau "research-based instructional strategies" entail? Although challenges in curriculum design may arise due to advanced technology integration, schools are nonetheless embracing the future. Here are five emerging trends for 21st-century classrooms.

1) App Innovation and Gamification

As a result of the recent explosion in education-related apps, educators can decipher students' interests, academic passions and "trouble spots" more readily and in real-time to differentiate and fine-tune instruction. MIT App Inventor, for example, enables students to create their own apps in the comfort of their classrooms. The app offers training for students, a forum and additional support for educators, and a "challenge" for students to create their own apps. At the same time, education-related games that enhance skills in English language arts and other subjects have exploded in popularity, such as "Mathalicious" and "Get the Math," which provide practical, true-to-life experiences. As students become comfortable utilizing online games to learn, educators can entice students via new apps to fine-tune skill-specific areas, such as mathematics and science.

2) Digital Literacy

Creating a digital literacy curriculum can be based on students' developmental stages, and educators should be cognizant of both the risks (such as distractions) and myriad learning opportunities that technology integration and utilization in the classroom may provide. With increasing numbers of teachers using technology in the classroom and schools permitting students to become engaged with content via digital literacy, some schools are adopting formal digital literacy curriculum and digital literacy plans. Perhaps as a result, Google has published a plethora of resources about understanding digital literacy and digital citizenship, including YouTube videos, teacher's guides and lesson plans.

Digital literacy may encompass simple student tasks, such as creating classroom presentations, or more intricate, collaborative work, such as video clip creations or posting online "mind-maps" using digital tools. The field of digital literacy will continue to grow in importance in the coming years as new approaches to learning via new technologies are embraced.

3) Library Media Specialists

Across the United States, and indeed throughout the world, libraries are increasingly becoming local technology hubs. Since libraries offer myriad services which require some knowledge of technology and how to access the internet, librarians' job descriptions and key responsibilities have drastically changed.

Library Media Specialists today remain informed about new technologies and research methods, and how students (and the general public) integrate digital formats into their work. In a separate, newfound administrative role, Library Media Specialists have many new responsibilities. They not only must establish technology policies and become responsible for budget oversight, but they must also plan the physical and virtual library space, and create a welcoming, positive and innovative atmosphere. Considering how new digital formats should be arranged in new workstations and deciding which specific formats to choose could affect physical layout, budget planning and alignment and common space issues.

They also evaluate and produce information through the active use of a broad range of tools, resources and information technologies, and (particularly at the high school and collegiate levels) may also integrate technology into the curriculum, which requires a keen understanding of how new technologies enhance the learning process for students while adhering to rigorous state standards. Library Media Specialists will continue to grow in importance as technology is integrated into 21st-century school curriculum.

4) Self-Directed Professional Development

In recent years, we have seen an increase in self-directed professional development (PD) for educators that includes interactive online webinars, or videos and other content that may be streamed through web browsers. One recently-published article offers a tempting feast of online options for educators to choose from. Since states are increasingly demanding that certified educators update their skills to remain in compliance with ethical and legal guidelines and become familiar with the latest standards, some school districts are turning to self-directed, online modules to provide educators opportunities to complete interactive learning components to remain abreast of the latest developments in education.

5) Collaborative Learning

New applications are making it easier for classroom teachers to be both innovative and interactive, and this trend is expected to grow exponentially in the coming years. From Google Docs to interactive whiteboards to new applications that create quizzes and activities, this is an exciting time for collaborative learning in education.

Kahoot is one new application worth highlighting. At no cost for educators to download and install, educators may conceive of fun quizzes and learning activities to enhance student engagement. According to one review, this management system enables educators more flexibility in managing students' learning and documenting progress from any device.

"Educreations Interactive Whiteboard" by Edmodo is another way for both educators and students alike to assess, jointly present, or partake in interactive activities. Unlike "Kahoot," however, which is available gratis, the "Educreations Interactive Whiteboard" is available for individual classroom purchase from Edmodo for $11.99/month.

New technologies have been a boon for school leaders and educators seeking to collaborate and hone their skills. Advancements in technology should continue to enhance collaborative learning, along with improving dynamic group presentations, in 21st-century school settings.

IN FINLAND

Socio-constructivist or socio-cultural theories of learning have become increasingly important in learning sciences.39 There are numerous tools that may help to reduce the load on human memory. Books, notes, calendars, and calculators were used in the past to help people to outsource parts of their cognitive functions and, consequently, expand their intellectual resources. In an information society, we use increasingly more intelligent technologies (computers, search engines, artificial intelligence) to expand our biological memory. These external conceptual artifacts support human cognition in many ways. It is important that such external tools capitalize on the strengths of human cognition or help to overcome its weaknesses. Individuals need to rely on external supports to help them focus on crucial features of the problem rather

than forcing them to try and track more information than they are able to process. In many ways, we are still just beginning to understand how to use technology more to support our thinking rather than distract it. Learning is an interactive process of participating in cultural practices and shared activities that structure and shape cognitive activity in many ways. Learning always takes place in a context. This context is not only situational, but it relies on culturally and historically developed structures. Human beings have evolved in such a way that their normal cognitive development depends on a certain kind of cultural environment for its realization.

Schools are institutions with highly structured methods of interaction. The classroom or lecture hall has its own roles, norms, rules, and tools. Students and teachers have developed certain types of identities, and they have become accustomed to certain ways of thinking and behaving. The majority of these collective ways of thinking and social practices may be beneficial, but some may be harmful. Recently it has become clear that it is imperative to change physical learning environments and technologies in order to alter the ways in which people behave and think. The acquisition metaphor is not sufficient to explain learning in the digital era. The new metaphor of learning is the knowledge-creation metaphor of learning. Its emphasis is not only on individuals or on the social community as such, but on the way people transform their practices by

collaboratively developing artifacts and tools to mediate their current activity. It emphasizes the importance of deliberately engaging in generating, sharing, and jointly developing new conceptions, models, and other artifacts and instruments. Complex decisions, such as how to manage mobile devices in the classroom call for constant creation of new knowledge practices. Such collectively cultivated knowledge practices determine the nature of learning. Knowledge practices are social procedures related to working with knowledge, i.e., personal, collaborative, and institutional routines. Personal knowledge practices of young people may be quite advanced outside schools and their informal methods of socio- digital participation (SDP) may be innovative and advanced. However, institutional routines in schools and educational institutes are crucial in determining whether school learning is reduced into mere knowledge acquisition and rote learning. Institutional routines include repeated procedures for carrying out learning tasks, solving problems, completing assignments, and creating epistemic artefacts, such as essays, exam papers, blogs, videos, or research reports.

IN CHINA

China’s education system has undergone continuous reforms since the early 1980s. From expansion of access to promotion of quality

education as a core value, the government regularly adjusts and advances education policy to make the system compatible with the country's social and economic development, as well as new education needs and trends. Within the Ministry of Education, the Department of Development and Planning is responsible for national educational development. In 2010, the department proposed the National LongTerm Education Reform and Development Plan (2010- 2020). This document is a strategic plan for reform and development of education at all levels in China during these years. It has become the most important guidance document in Chinese education. It delineates national strategies, tasks and system reforms. Local Chinese governments manage their development using a plan called the Five-Year Plan for National Economic and Social Development. These plans are issued by the State Council. They are sometimes called Five-year Guidelines instead of Five-Year Plans to distinguish China's socialist market economy from planned economy. The development of education is always a part of the Five-year Guideline, which always includes basic strategies for educational development. Following the release of the Five-year Guideline, the Ministry of Education formulates the Five-Year Guideline for National Education Development in which it delineates educational development goals for the next five years. At the end of this period, progress is analyzed and evaluated. The results of this evaluation, in addition to other

inputs like the school-age population forecast and plans for major educational projects at the provincial levels, help officials formulate the next Five-year Guideline. The current 13th Five-Year Guideline covers the period of 2016-2020.

Apart from the Five-Year Guideline, other comprehensive educational development and reform guidelines may also be published according to need. For instance, in 2004 the Ministry of Education and the Western Development Office of the State Council issued the 2004-2010 Education Development Plan of the Western Region to help develop education in China's relatively underdeveloped western regions. The government considers both scale expansion and quality improvement when formulating major strategies for educational reform and development. Proposed plans always include quantitative developing plans as well as working plans for quality improvement.

MANAGING EDUCATIONAL POLICIES AND REFORM

Massive reforms have been undertaken in the education system in China at the national level in the past two decades. At the same time, China has experienced rapid economic growth and comprehensive social transformation. This section explains how education policies and reforms are implemented. The Department of Policies and Regulations in the Ministry of Education is in charge of educational

reform policies and strategies, including the research and survey of relevant issues. The policies developed by this department are usually large-scale and comprehensive in nature. Other departments in the Ministry of Education also draft policies on education issues according to the current situation, such as the Department of Teachers or the Department of Elementary Education. All of these departments work together to carry out national reforms. Policies are never decided alone by the department in charge. Often, draft proposals are posted on the Ministry of Education website for public comments. Every year, all the departments in the Ministry of Education set their respective working priorities according to the Ministry of Education's priorities and the current situation in the country. All policies are published in the Ministry of Education Bulletin and sent to provincial bureaus of education, who develop their provincial-level policies according to local context. Then the policies are transmitted to lower-level governments or to relevant institutions for implementation. To further promote education reform and comprehensively implement the National Medium and Long-Term Educational Reform and Development Programme (2010-2020), the Ministry of Education established the Department of Comprehensive Reform in 2012. This new department undertakes the daily work of the National Education System Reform Leading Group, which develops strategies and policies, helps implement reforms, inspects the progress of pilot

programmes and publicises reforms. For each reform measure, officials conduct educational research to identify causes and potential solutions to existing educational problems. Policies are designed accordingly. In general, officials carry out pilot experiments of new policies before implementation. Officials choose one or several municipalities or provinces for these pilots. After analyzing experiment results and the implementation experience, the government introduces the reforms nationwide. In most cases, thecentral government develops policies that serve as general guidelines, while the local governments develop more practical policies on how to implement the reform according to their different circumstances. The State Council provides important leadership in education. Education is central to China's deepening economic and social reforms. A major reform of the education system may require extensive adjustments of various sectors of society. Thus, when the reform is ready for implementation, it is announced by the State Council. The State Council devises policies and strategies required by the new reform and transmit these directly to local governments instead of bureaus of education.

n 1949, the common program formulated by the first session of the Chinese people's political consultative conference (CPPCC), clearly confirmed that China needed to put emphasis on the education of the working class. It addressed the serious situation of illiteracy, which

was then more than 80 percent of the population.[43] From 1949 to 1966, it was the beginning and development period of adult education in new China.[44] From 1966 to 1976, adult education could not be carried out normally due to the impact of the ten-year "cultural revolution".[44] Since 1978, when China entered the new era of modernization, adult education has been rapidly restored and developed.[44]

Four Types of Adult Education

With the development of the education system in China, the government gradually pay attention to adult education and have four types of adult education: Adult college entrance examination, higher education self-taught examination, open education and network education (distance education).[43]

Adult College Entrance Examination

This is a regular form of adult education. There is only one exam every year, probably in the middle of October. [43]Classes are usually held on weeknights or weekends.

Adult Self-taught Examination

Adult self-taught exam faces all adult and does not need to provide a certificate of formal schooling to be able to sign up. It only needs to have id card to register in an institute of examination of education of each province to register during the regulation period.[45][46] Candidates take the exam by studying various subjects on their own.

Open Education

Compared with traditional academic education, it is a new teaching model that combines traditional face-to-face teaching, textbook autonomous learning, and online real-time courses and online classes.[43]

Network Education

Network education is taught through network course, study style is convenient, suit the adults whose jobs are busy and do not have a fixed time to have a class. Enrollment time is relatively loose, divided into spring and autumn admission.[43] The examination time is quite many, every month has the entrance examination.

The Aim of Adult Education

The fundamental purpose of adult education is to expand educational opportunities, improve national quality and “implement lifelong education”.[46]The primary purpose of adult education is to provide a second chance for those who are poor in society or who have lost access to education for other reasons in order to achieve social justice and equal access to education. In the 1960s, the idea of "lifelong education" was raised, and began the transition of Chinese education.[46] Adult education begins focusing on the cultivation of social responsibility to develop lifelong education theory.

Teachers

In 1985, the government designated September 10 as Teachers' Day, the first festival day for any profession and indicative of government efforts to raise the social status and living standards of teachers.

The government has started the Nationwide Program of Network for Education of Teachers to improve the quality of teaching. It aims to modernize teachers' education through educational information, providing support and services for lifelong learning through the teachers' education network, TV satellite network, and the Internet

and to greatly improve the teaching quality of elementary and high school faculty through large-scale, high-quality and high-efficiency training and continuous education.

As required by state law, local governments are implementing teacher qualification systems and promoting in-service training for large numbers of school principals, so as to further improve school management standards. Currently, in schools of higher learning, professors and assistant professors account for 9.5 percent and 30 percent respectively. Young and middle-aged teachers predominate; teachers under age 45 account for 79 percent of total faculty, and under age 35 for 46 percent. Teachers in higher education constitute a vital contingent in scientific research, knowledge innovation and sci-tech. Of all academicians in the Chinese Academy of Sciences, 40.7 percent (280) are in the higher education sector; for the Chinese Academy of Engineering the corresponding figure is 35.3 percent (234).

Among the most pressing problems facing education reformers was the scarcity of qualified teachers, which has led to a serious stunting of educational development. In 1986 there were about 8 million primary- and middle-school teachers in China, but many lacked

professional training. Estimates indicated that in order to meet the goals of the Seventh Five-Year Plan and realize compulsory 9-year education, the system needed 1 million new teachers for primary schools, 750,000 new teachers for junior middle schools, and 300,000 new teachers for senior middle schools. Estimates predict, however, that the demand for teachers will drop in the late 1990s because of an anticipated decrease in primary-school enrollments.

To cope with the shortage of qualified teachers, the State Education Commission decreed in 1985 that senior-middle-school teachers should be graduates with two years' training in professional institutes and that primary-school teachers should be graduates of secondary schools. To improve teacher quality, the commission established full-time and part-time (the latter preferred because it was less costly) in-service training programs. Primary-school and preschool in-service teacher training programs devoted 84 percent of the time to subject teaching, 6 percent to pedagogy and psychology, and 10 percent to teaching methods. In-service training for primary-school teachers was designed to raise them to a level of approximately two years' postsecondary study, with the goal of qualifying most primary-school teachers by 1990. Secondary-school in-service teacher training was based on a unified model, tailored to meet local conditions, and offered on a spare-time basis. Ninety-five percent of its curricula was

devoted to subject teaching, 2 to 3 percent to pedagogy and psychology, and 2 to 3 percent to teaching methods. There was no similar large-scale in-service effort for technical and vocational teachers, most of whom worked for enterprises and local authorities.

By 1985 there were more than 1,000 teacher training schools - an indispensable tool in the effort to solve the acute shortage of qualified teachers. These schools, however, were unable to supply the number of teachers needed to attain modernization goals through 1990. Although a considerable number of students graduated as qualified teachers from institutions of Higher Learning, the relatively low social status and salary levels of teachers hampered recruitment, and not all of the graduates of teachers' colleges became teachers. To attract more teachers, China tried to make teaching a more desirable and respected profession. To this end, the government designated September 10 as Teachers' Day, granted teachers pay raises, and made teachers' colleges tuition free. To further arrest the teacher shortage, in 1986 the central government sent teachers to underdeveloped regions to train local schoolteachers.

Because urban teachers continued to earn more than their rural counterparts and because academic standards in the countryside had

dropped, it remained difficult to recruit teachers for rural areas. Teachers in rural areas also had production responsibilities for their plots of land, which took time from their teaching. Rural primary teachers needed to supplement their pay by farming because most were paid by the relatively poor local communities rather than by the state.

Adult and online education

The participation of big investors in online education has made it a new hotspot for investment in the education industry. Students of remote and under-developed areas are the biggest beneficiaries of online education, but online universities offer students who failed university entrance examinations and working people the chance of lifelong education and learning.

The Ministry of Education has approved 68 ordinary schools of higher learning and the Central Radio and TV University to pilot modern distance education. By the end of 2003, these schools had established 2,027 off-campus learning centers around China, offering 140 majors in ten disciplines, and had a total enrollment of 1.373 million.

The gradual spread of broadband technology has also helped online education. The China Education and Research Network (CERNET), started in 1994, is now China's second largest Internet network, covering all major cities of China. The high-speed connection between it and the China Education Broadband Satellite Net, opened in 2000, established a "space to earth" transmission platform for modern distance education, and provided an all-round network supporting environment for distance education.

Adult education is both dynamic and diverse. Schools of higher learning for adults include radio and TV, worker, farmer, correspondence and evening universities, management and education colleges; adult secondary schools include vocational, high and skills training schools; worker elementary and farmer elementary schools comprise the adult elementary sector.

Role in modernization

Because only 4 percent of the nation's secondary education graduates are admitted to universities, China has found it necessary to develop other ways of meeting the demand for education. Adult education has

become increasingly important in helping China meet its modernization goals. Adult, or "nonformal," education is an alternative form of higher education that encompasses radio, television, and correspondence universities, spare-time and part-time universities, factory-run universities for staff and workers, and county-run universities for peasants, many operating primarily during students' off-work hours. These alternative forms of education are economical. They had sought to educate both the "delayed generation" - those who lost educational opportunities during the Cultural Revolution (1966–76) - and to raise the cultural, scientific, and general education levels of workers on the job.

IN INDIA

Integrated and theme-based learning

Integrated learning solutions that seamlessly combine print and digital modes have made their presence felt this year. It is important that the content which is being delivered in classroom settings through different mediums is consistent so that it can provide context and enable optimum learning outcomes.In addition to print and digital integration, it is important for such solutions to be teacher-friendly, assessment-enabled, and theme or activity-based as well. Theme-based learning modules enable contextual learning through multiple disciplines which clears the concepts of learners to a great extent.If

this approach can be delivered with proper teacher support along with high standards, it can soon become the biggest disrupter in modern-day schooling in the coming years.

Assessments to measure performance

Today, assessments have been established as a potent tool which can not only measure the learner's performance, but can also modulate the overall teaching strategy with the help of analytics in formative assessments. The year 2016 saw a massive focus on measurement of student outcomes and performance, in both online and offline mediums. Integrated and more developed assessment solutions that provide detailed analytics on student performance should develop further in 2017.

Professional development of teachers

There was a lot of focus on the training and professional development of teachers in 2016, starting with the introduction of the Pandit Madan Mohan Malviya New Teachers Training Programme announced by the Government in the Union Budget of 2016. Shortage of trained teachers is a recognised hurdle in improving learning outcomes in the country. A continued focus on the professional development of teachers through a combination of online and offline

learning modules is critical, given their pivotal role and contribution in the education ecosystem.

Bilingual learning medium for young adults

India has a large and diverse learner base which is multilingual. In order to expand the reach of education, it becomes imperative for learning organisations to develop content that is either in the native language of the learner or bilingual, in view of the English language use in commerce and industry. Experiments have shown that the use of mother tongue to deliver learning instructions enables faster and better understanding of concepts, especially in the case of young adults. Given India's young demographic and their linguistic characteristics, bilingual learning material is probably more relevant today than ever before!

Digital proliferation in education

The Internet and its proliferation through affordable and accessible devices have redefined learning ability and in 2016, pushed us closer towards universal education. Now, we can learn from anywhere and at any time, unconstrained by factors like time and place, thanks to MOOC websites and apps such as Khan Academy and Coursera. The

Digital Literacy Mission was announced as part of the Union Budget 2016 to cover 60 million rural households within the next three years. 'Digital Highways' that are being created as part of the Digital India Mission will play an important role in "connecting India and Bharat". We do believe that the full impact of digitisation in education will play out even stronger in 2017 and beyond.

You may be aware that ownership is mainly of two types namely private and public. Expressed in simple terms, the former implies that ownership rests with an individual or a group of individuals while the latter implies that the government happens to be the owner. A third type of ownership is however now becoming popular, the publicprivate joint ownership. In India, education like many other services was earlier largely controlled by the government but of late privately owned educational institutions have been growing in number. However, privatization in the field of education has been different from that in other fields. As you know, several public sector undertakings underwent disinvestment following liberalization of the economy and the ownership was transferred from the public sector to the private sector thus leading to privatization. But in the field of education, 'privatization' as a trend was not the consequence of disinvestment. Rather, this trend owes its growth to the amazing growth of private organizations in the field of education. Following

independence, education became an area of priority for the nation and initiatives were taken by the government to provide education to the masses. Areas catering to the masses like elementary education are still mainly under the government. Regarding private institutions there was a feeling that they take care of the quality aspect in a better way but are meant mainly for the elites rather than the masses. But now at the school level, the demand for private educational institutions is on the rise, cutting across classes. This is mainly because limitations of the government in providing quality education to the masses are surfacing. Private institutions offering higher and professional education are also getting popular due to the limitations of the public sector in fulfilling the needs in this area.

Private Sector in Education: Types of Ownerships You may be knowing that Participation of the private sector in the field of education is not a new phenomenon and there have been different types of ownerships of such institutions. Some of these are discussed below: Individual owners and Trusts: It was common for the wealthy people of the society to patronize educational institutions. Even today there are many educational institutions that are run by such individual(s). Some educational organizations are owned and controlled by trusts that have been created for educational purposes by individual(s), corporate houses, etc. NGOs (non-government organizations): These organizations are active in providing education.

Many of them are playing a special role in providing education to the marginalized sections like women, those differently abled, rural people, tribal belts, etc. The Azim Premji Foundation , Akshara, Pratharn Indian Education rue some NGOs active in the field of education. Religious bodies: Since historical times religious organizations have been active in promoting the cause of education. Buddhist monasteries, madrasas, vidyapiths as centers of education used to flourish in the past. The Christian missionaries have been in the field of education since a long time. The Khalsa group, Arya Samaj, Ram Krishna mission, and many other such organizations are also contributing greatly towards the cause of education. Corporate houses: Many corporate houses are actively involved in providing education. Renowned industrialists like the Tatas, Birlas, the Reliance group, and many other such business houses have made forays into the field of education.

Need for Private Sector

Involvement In this section let us discuss the need for private sector in education. Some of the needs are the following: The government on its own cannot shoulder the responsibility of providing quality education to the masses. The constitutional provisions make the government responsible for providing elementary education and hence it is felt that the government should allow the private sector to handle higher and professional education. This had been voiced even

during the British period. In 1882, Hunter's Commission recommended that there should be a careful withdrawal of the government from the field of higher education, which should be taken over by the private enterprises while the state paid more attention to primary education (James and Mayhew, 1988). The government has to concentrate its efforts in developing educational areas such as elementary education, vocational education, non- formal education, etc. so as to build the basic foundation of the educational system, while vertical growth upon an expanded foundation thus built may be through the private sector. In the field of higher and professional education there are many private institutions that offer quality education. Recently concern has been expressed by a body of surgeons as to the deteriorating quality of surgical education in the government medical colleges in comparison to the private ones (Falaknaz, 2005). Therefore, private professional institutions that can afford better infrastructure, try out innovations in curriculum, provide research facilities are needed for quality education. Many corporate houses are 56 maintaining better standads in their educational institutions as there is a strong Recent '~knds in Indian linkage between their professional educational institutions and the industries. At Education the school level it has been accepted that private schools take care of the quality aspect in a better way. The Universities Grants Comrnissio (UGC) encourages self- financing

private institutions offering higher and professional education by conferring upon the promising ones the provisional status of deemed universities. Themfter these institutions can apply for the status of deemed universities. This encourages the private sector to function as centers of excellence and provide quality education. Another reason for the private sector to come forth and provide quality education is that on account of GATS, foreign entrepreneurs will flood the Indian educational scenario. The government institutions on their own may not be able to compete with them as there are only handful of institutions offering quality professional education. These institutions accommodate far less than that required. On the other hand there are thousands of aspirants who can afford high expenses and avail foreign educational services. This phenomenon will have two major effects. First of all, educational services on being imported will lead to a drain of finances and also of student population. The second impact will be, education thus provided may not address the local needs and concerns. To stem the outflow of resources and inflow of foreign education providers, in addition to the government institutions private institutions, are also needed (Bose, 2006). As underlined by Gautam, 2000, India has been a heavy importer of foreign educational services but to encourage export of education, private educational institutions are being empowered to operate multi campuses and open foreign campuses so as to enroll foreign students. Thus we see that the private

sector is indispensable to bridge the gap between the demand and supply for education.

Factors Leading to the Growth in Private Participation

There has been a sudden spurt in the number of private institutions. What could be the reasons? Liberalization: In the last decade with liberalization policies being implemented, the field of education too witnessed the entry of private sector on a large scale and in order to support the initiatives of the private sector in the field of education, many educational institutions under private management are aided by the government. Thus private participation in education has been encouraged.

Changing Social Needs:

We know that our economy presently demands educated and skilled manpower. The numbers graduating from government institutions is nowhere near the numbers required. Also with globalization, economies of the world are getting interlinked and hence, people with professional education are in demand abroad too. Such growing need of manpower could not be met by the public sector alone and this led to the need for private participation Quality of Education: In spite of the government pouring in resources for the cause of universalization of elementary education, it is a well known fact that the quality of education offered by government schools does not match that of

private schools. Hence, the craze for private schools and the consequent increase in their number. It is indeed an ironical situation as huge financial investment is being made in government schools through the SSA programme while parents prefer to pay for private schooling Emerging Concerns in where the learning has been found to be of better quality. In several states a sizeable Indian Education portion of urban children are now in private schools. As per Pratham and certain other sources private elementary schools ensure greater proficiency in the basic skills (Patnaik, 2006).

Investment in Education Leading to High Returns: From a healthy growth of private institutions, mushrooming of certain types of private institutions is being witnessed. Earlier the motive to provide education was only philanthropic but now it is alleged that that it is linked to profiteering. It is well known that investments made in educational institutions are rewarded with high returns. This is true not only in India but all over the world and business in education involves trillions of dollars. For instance, it is a common knowledge that teacher-training institutions are being established in huge numbers by private players. Private schools are being opened by the rich and aftluent to multiply their income. The sizeable student population in a population of over a billion people makes the market for education very big and lucrative. This is leading to a steady inflow

of entrepreneurs providing educational services even from across jurisdictional boundaries .

Concerns Regarding Privatization

We have been discussing so far the need for the participation of the private sector in the field of education Although it is the need of the hour, nevertheless there are certain concerns regarding the rapid growth of educational institutions under private management, which in some cases verge on mushroom growth. Recently numerous universities, some of which operated even from single room premises in a particular state, were shut down following judicial interventions. This is just one incident that reflects the sordid state of affairs in some areas.

Let us now discuss some of the major concerns.

Under Representation of the Weaker Sections Expansion of educational facilities has to be holistic and cover wider segments of the population. There are allegations that growing educational opportunities through the private sector are not quite inclusive. The marginalized sections still struggle for an entry into these institutions. Women's participation is still below fifty per cent at all stages of education and in institutions offering professional education it is no better and this is so in spite of a significant expansion of educational

opportunities through private participation. When private institutions exclude the meritorious but poor, education once again becomes a privilege enjoyed by the elites.

Quality of Education

Although the private sector is often credited for ensuring quality, allegations abound as to the quality of education provided by many of them. While, it is generally held that private schools offer quality education, in the field of higher and professional education such generalization does not prevail. There are private institutions that offer quality education but seldom they are the first choice of those who top the merit lists. Rather they would opt for the government-run centers of excellence like the IITs, IIMs, AIIMs, etc. It has been alleged that in the field of technical education and engineering the amount spent per student per annum by the IITs is satisfactory, that spent by the regional colleges are comparatively less but do not violate the AICTE norms in this regard. But the amount spent by several self-financing institutions is much less than that stipulated by the AICTE. Such institutions have failed to enhance the quality of professional education and the growth in the number of such institutions could result in serious decline in the educational standards,

Commercialization of Education:

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It is a well known fact that rich farmers, traders, contractors and other moneyed people today prefer to invest in the field of professional education because of the promises of heavy returns. In many of these institutions teachers are compensated inadequately, hired and fired at will, those without proper qualifications are recruited and money is extorted from the students on various pretexts. Education is thus sold and the students become the customers. In the recent past provision for providing teacher education through the correspondence mode was especially misused and the process was akin to selling degrees. These malpractices take a heavy toll on the quality. There is presently a ban on the charging of capitation fees by private institutions and profiteering of any sort is also unacceptable. The generation of surplus funds by these institutions is allowed but on the condition that it would be rolled back i.e. applied for the upgradation and development of the organization. Many private educational institutions charge hefty fees while students do not get the full value for their money. This is because they compromise on infrastructure and faculty and may devise commercially profitable procedures such as mass admission without ensuring requisite facilities /services for imparting sound education (Anand, 1997). Such educational institutions are thus mainly for minting money. To counter the above allegations aborting the growth of self-financing

private institutions would be akin to throwing away the baby with the bath water. Instead the professional councils have to monitor them effectively. You may feel that there are many government institutions with insufficient faculty strength, infrastructure in shambles, an archaic curriculum and thus with dismal state of affairs. Hence, it is unfair to criticize the private institutions for any compromise in quality. But we have mentioned earlier that the latter has to shoulder the responsibility for higher and professional education and relieve the government of this burden. Moreover the expansion of the field of higher and professional education is mainly due to the private sector. The private institutions today outnumber the government institutions in many areas. Therefore lowering of standards by these institutions will adversely affect the concerned area. It has been rightly pointed out by Mukhopadhyay (2000) that the biggest challenge for the private sector and the biggest reason for it to enter the field of education are not merely to deal with the huge number of aspirants but mainly to provide quality education. It is quite natural that the expectation from the private sector is more.

GLOBALIZATION

Now let us discuss another major trend: Globalisation. The Post-Cold war scenario since the 1980s has been marked with nation states

coming closer. The growing realization that more can be achieved by opening up than by functioning as individual closed systems has been leading the world towards globalisation. It is generally said that globalisation is a relatively new concept barely a few years old but is it a totally new idea? Nalanda and Taxila were the centrers of learning that attracted students from abroad. At VishwaBharati, Tagore had envisaged an educational and cultural space where boundaries between nations would dissolve. Even before that Swami Vivekanada had vouched for accumulation of the best educational practices of west and east. However, today with treaties and agreement for open trades and services and especially due to advanced ICT facilities the idea of globalisation is being translated into practice in the field of education. It has resulted in not only the free flow of trade, financial services and labour across the world; it has also led to free flow across jurisdictional boundaries of ideas, information, new technologies and skilled manpower. Therefore, knowledge is considered as a universal asset and as rightly mentioned by the President of Massachusetts Institute Of Technology regarding their open courseware, 'knowledge is a public good for the benefit of all'. Thishilosophy has to be the basis of globalisation in education. Also, internationalization Indian Education of education necessitates education with broader perspectives. During schooling itself the foundation for internationalism is to be built by imparting relevant

knowledge about various cultures, history, skills for communication at a global level and the necessary attitudes. Globalisation is undoubtedly the consequence of the political stand adopted by the government of different countries to liberalise and open up their economies. However, the process is being catalyzed by the rapid advancements in the field of Information and Communication Technology (ICT) which is compressing the dimensions of space and time. The world is becoming a global information society with round the clock access to vast resources of information. To give shape to plans for globalization certain agreements and treaties have been signed by the member states. One such agreement is the General Agreement on Trade in Services (GATS) that came into effect in1995 to create among the member states an open, global market for trade in services including education by removing barriers in the form of government regulations regarding cross border trade. Hence, education happens to be one of the services, open to inflow of investments from abroad:

At this point to understand the trend of globalisation in a better way, we shall discuss briefly the provisions of GATS regarding education. They are:

Cross border delivery of education services via internet i.e. virtual classrooms with distance education, online testing services; Movement of students from one country to another for higher

education; Establishment of local branch campuses or subsidiaries by foreign universities in other countries, course offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchising ; Temporary movement of teachers, lecturers, and education personnel to provide education services overseas.

Benefits of Globalization

Some of the very apprehensions regarding globalisation could also be construed as its advantages. Let us discuss them now.

Overcoming Complacency through Competition: The educational scenario in our country needs to be revived in many areas. This process could begin when there is a stiff competition from abroad . For instance, in certain areas like the Telecom sector the government monopoly has ceased and there are many private service providers. Today obtaining a telephone connection needs only a day instead of the years of waiting period earlier. As far as monopoly and western imperialism are concerned, the counter argument could be that Indian companies taking over foreign ones is now a reality. Many companies have a strong foothold even in western countries. Premiere Indian educational institutes too may attract students from abroad thus leading to educational export. Already private entrepreneur as well as

government run educational institutions of India are providing educational services abroad.

Wide Range of Choice: Students and faculty while remaining in the country can be a part of an educational system of their choice. Thus the best opportunities of the world can be availed. Cultural Impact: Influence of foreign culture is as old as traders from overseas and scholars traveling on foot and horseback across borders for education. Such cultural exchange adds to the vigour and endurance of the local culture and enriches it. Emerging Concerns in As suggested by the Knowledge Cornrnjssion Foreign education providers should be Indian Education allowed but there may be effective 'monitoring of their functioning. There should be regulations regarding the cumculum and mechanisms to protect against fly by night operators.

SUSTAINABLE DEVELOPMENT

Now let us study yet another trend in education. We know that today the economic growth rate is higher and the attainment of the indices of human development is better than what we had in the last century. But when there is a comparison at the global level , India and many other developing nations lag behind on most of these indices. Hence, development has been lopsided with the benefits of development reaching only a section of the people and that too at the terrible cost

of the environment. In the developing world there are many without access to potable water, electricity, educational facilities, technology to access information, space to live and other basic amenities for leading a dignified life. Although it is said that liberalization and globalization are necessary for social development but those opposing them are of the view that the benefits accrued through theses events are captured only by some while those weak are left out. Besides, rapid development in different areas is taking aheavy toll on the environment with ruthless depletion of non-renewable resources.

Recent Trends in India

Whether this is development at all is questionable because it is insensitive to those Education deprived, robs the future generations of their dues from the earth and thus jeopardizes the very continuance of life . AS mentioned earlier, bringing about sustainable development is one of the millennium development goals of the UN.

Of late it is being realized that this type of development will not be sustained. What is then sustainable development? It may be construed as development, which optimizes the social and economic benefits on a continuous basis and that which has an equitable base. Today our major rivers are heavily polluted and drying up. Area under forest

cover in the world is receding, the ecology is being destroyed at many places, and the waste discharged into the environment is degrading it heavily. If these activities continue then the earth will no longer sustain human life. The United Nation's Noble Prize winning Intergovernmental Panel on Climate Change says the world's havenots would be worst hit by climate change. We now realize that the looming climate change has been the consequence of the so-called development.

Social movements like the Greenpeace movement is active at an international level and voices the concerns of the earth and its environment. In India the Chlpko movement in the seventies and thereafter the Nannada Bachao Andolan are some of the social movements against the assault on the environment. However development cannot be put off nor can the concern for the environment be brushed aside. Therefore there is a need to strike a balance between these two and development that can be sustained has to be achieved. How can this be possible? As we know social development is the undisputed goal of education and is also engineered by it, hence the need for education that can guarantee sustainable development .

You may ask what the model of education for sustainable development could be. Well, there is no such fixed model and every country has to work out its own model in accordance with its needs and contexts. However, in the United Nation's Decade of Education for Sustainable Development (2005-2014, DESD), with UNESCO as the lead agency, the goal is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. Environmental education now finds a place in the curriculum but the goal of the UN can be achieved not merely by including a separate component but through integration of content into different areas of the cumculum.

The educational trend regarding sustainable development could primarily imply that education has to reach the masses. Also, it should be relevant to the aspirations and needs of the people so that they can secure livelihood and improve their quality of life. **Opportunities for lifelong education** has to be provided for lasting changes and this requires increasing access to technology and developing digital literacy. Attitudinal changes in children have to be induced so that they respect nature and care for it and understand that marginality in various forms, especially in educational opportunities, needs to be minimized.

OTHER MODERN TRENDS IN EDUCATION

There are many new trends in education and it is difficult to enlist and discuss allf them. We have already discussed some of the major trends but there are many others that cannot be undermined. In this section we shall mention some of these trends so that you may later acquire more information about them.

Lifelong education: We find that today education is a continuous process and most of the people in any profession or occupation are required to continue with their education through formal, non-formal and informal channels.

The rapid explosion of the knowledge base one has to cope with necessitates this. Even those not pursuing any occupationlpmfession may pursue educational activities at any age and stage in their life. Thus although it is need based but basic philosophy involves an open attitude towards people and their

educational needs. Life long education is facilitated by developments in Informalion and Communication technologies and the scope for distance learning.

Open and distance learning (ODL): Today educational opportunities are opening up and reaching millions through this

mode. It is today reckoned as a force for accelerating social and economic development. It is a modem phenomenon with rapid growth. As per the Knowledge Commission in higher education about 50% of the learners are enrolled in this mode. This process is being facilitated by the new information and communication technologies. You may also know that convergence of the conventional and distance mode is an emerging trend and it will make the boundaries between the two systems porous. On campus learners may become off campus and vice versa or students could be benefiting from regular classroom teaching as well as learn at a distance.

Integration of ICT: The teacher is no longer the sole source of information as technology is taking over as surrogate teacher. Gradually advanced technologies like the computer and web-based technologies are getting integrated into the educational process. These technologies are used for teaching and learning and also for educational administration such as creation of data banks, maintenance of records, communicating records, etc. ICT is today considered important for enhancing the quality of education. Hence, UNESCO initiated "ICT in Education Policy" project in 2003 to promote appropriate policy models and strategies for the integration of ICT into education in the Asia-Pacific region. This is because today communication system has undergone great changes leading to

new demands on the workforce and learners should be ready to be a part of the new world order. Inclusive education: Children with special needs are often considered as liabilities who deserve sympathy rather than dignity. But such assumptions are oblivious of the immense potential that lie untapped as they are consigned to the fringes of the society. At best their needs are taken care of through certain educational institutions especially meant for them. These institutions being too few, the majority remains uneducated. Even the practice of sending young children with disabilities to special schools is criticized on the ground that children in schools that exclude those with special needs grow up with the feeling that special children are different and have to be picked out and then isolated from the mainstream. The present philosophy is that schools should resemble communities where individuals live together harmoniously. Hence, education in the beginning should be inclusive and later on may be offered in a special manner. Thus the trend of inclusive education will include many children with disabilities in schools so far excluding them to ensure social justice and equity.