Chapter

CHANGING DIMENSIONS OF

SCHOOL EDUCATION.

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B. **CHANGING DIAMONTEIONS OF SCHOOL EDUCATION**

Authorities responsible for the reorganisation and development of Secondary and Senior Secondary education in the country are trying to develop a thinking child - a child who can conduct himself properly in a democratic society and can participate in its activities. In other words a well-trained citizen should be the outcome of the aiming the child receives in the school. In this context it is the important that imparting right kind of education which includes social virtues and fosters intellectual development and practical skills in young boys and girls must be corner stone of any programme of secondary and senior secondary school education.

Level and standards of interest and general knowledge is getting deplorably poor in boys and girls of schools these days. Therefore, it is a matter of top priority for those who are responsible for education to promote the desire and habit of general reading amongst students. Establishing good and standard libraries in schools, and providing sincere and optimal library services to the school children may be one of the most effective and economical measures in this context.
B.1 SCHOOL EDUCATION IN INDIA

B.1.1 BASIC FACTS ABOUT INDIA

India is one of the oldest civilisations with a kaleidoscopic variety and rich cultural heritage. It has achieved multifaceted socio-economic progress during the last five decades of its independence. India has become self sufficient in agricultural production and now is tenth industrialised country in the world and sixth nation to have gone into outer space to conquer nature for the benefit of the people.

B.1.1.2 Physical Features

Country covers an area of 32,87,263 Sq. K. M. extending from the snow-covered Himalayan height to tropical rain forests of the south. As seventh largest country in the world, India is well marked off from the rest of Asia by mountains and the sea, which give the country a distinct geographical entity.
Lying entirely in the northern hemisphere, the mainland extends between latitudes 8.4' and 37.6 north, longitudes 68.7' and 97.25' east and measures about 3,214 km from north to south between the extreme latitudes and about 2,933 km. from east to west between the extreme longitudes. It has a land frontier of about 15,200 km. The total man land, Lakshadweep Islands and Andaman and Nicobar Islands is 7,516.6 km.

B.1.1.3 **Population**

India's population as on March 1991 stood at 846.30 Million (439.23 million males and 407.07 million females). This includes the projected population of 7.72 million of Jammu and Kashmir. The second largest populous country, India is home of 16 per cent of world's population. The country, however, accounts for 2.42 per cent of the total world area.

The ten heavily populated districts of the country are Calcutta, Madras, Greater Bombay, Hyderabad, Delhi, Chandigarh, Mahe, Howarh, Kanpur city and Bangalore. All of them have density of above 2,000 persons per sq. Km. and 5.01 percent of the
country's population lives in these districts. The average density of these districts is 6,888. *1

B.1.1.4 **Sex Ratio**

In any study of population, analysis of the sex composition plays a vital role. The sex composition of the population is affected by the differentials in the mortality conditions of males and female, sex selective migration and the sex ratio at birth. In the Indian context, sex ratio of 950 and above can be considered as a favourable to females.

According to the 1991 census, the total population of India was 84,39,30,861. The proportion of rural population to total population was 76.69 percent and of urban population to total population 23.31 percent. Male-Female ratio is 1000:929. The average density of population per sq km. in 1991 was 267. It varied considerably from state to state, being as high as 747 in Kerala and as low as 57 in Sikkim and 10m Arunachal Pradesh.

In 1991, there were 43,75,97,929 males and 40,63,32,932 female. Thus for every 1000 males, India has 929 females, only Kerala has more women than men, that is 1040 per thousand
men. The lowest female ratio is in Andaman and Nicobar Islands, where it is 828 per thousand men. *2

B.1.1.5 **Literacy**

For the purpose of Census, a person is deemed as literate if he or she can read and write any language with understanding. In the 1991 census, the question on literacy was canvassed only for population aged 7 years and above, unlike earlier censuses which took into account population of 5 years and the above for this purpose.

The final results reveal that there has been an increase in literacy in the country. The literacy rate in the country (excluding Jammu & Kashmir) is 52.21 percent (64.13 percent male and 39.29 percent females). *3

Table No.T-1

**Literacy Rate: 1951-1991**

<table>
<thead>
<tr>
<th>Year</th>
<th>Persons</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>16.06</td>
<td>24.09</td>
<td>7.09</td>
</tr>
<tr>
<td>1961</td>
<td>28.29</td>
<td>40.30</td>
<td>15.31</td>
</tr>
<tr>
<td>1971</td>
<td>29.48</td>
<td>39.52</td>
<td>18.70</td>
</tr>
<tr>
<td>1981</td>
<td>43.67</td>
<td>56.50</td>
<td>29.85</td>
</tr>
<tr>
<td></td>
<td>(41.42)</td>
<td>(53.45)</td>
<td>(28.46)</td>
</tr>
<tr>
<td>1991</td>
<td>52.21</td>
<td>64.13</td>
<td>39.29</td>
</tr>
</tbody>
</table>

*4
India, a union of states, is a Sovereign Socialist Secular Democratic Republic with a parliamentary system of government. The republic is governed in terms of the constitution, which was adopted by the Constituent Assembly on 26th Nov. 1949 and came into force on 26th Jan. 1950.

The constitution, which envisages parliamentary form of government, is a federal in structure with unitary features. President of India is constitution head of executive of the Union. Article 74 (1) of the constitution provides that there shall be a Council of Ministers with the Prime Minister as head to aid and advise President who shall, in exercise of his functions, act in accordance with such advice. Real executive powers thus, vests in the Council of Ministers with the Prime Minister as head. The Council of Ministers is collectively responsible to the House of the People (Lok Sabha). Similarly, in states, Governor is head of executive, but it is the council of ministers with Chief Minister as head in whom real executive power vests. Council of Ministers of a state is collectively responsible to legislative assembly.
The constitution distributes legislative powers between Parliament and state legislatures and provides for vesting of residual powers in Parliament. Power to amend the constitution also vests in Parliament.

The Constitution has provision for independence of judiciary, Comptroller and Auditor-General, Public Service Commission and Chief Election Commissioner. *5

B.1.2 Educational System in India

B.1.2.1 Historical Prospective

Four distinct periods of development can be marked in the history of Indian education i.e. Ancient, Mohammedans, British and Post-Independence periods. A singular feature of ancient Indian civilisation was that it has been moulded and shaped more by religious than by political and economic influence. Indian philosophy asserted that the goal of life was to achieve self-fulfilment, and not the acquisition of mere objective knowledge. Education’s chief concern was the individual. It flourished in the intimate relation between the teacher and the pupil. They lived
with the teacher as a member of his family; he belonged to him and not to a school." Here the personal touch the living relationship between the pupil and teacher make education." *6

Historically speaking, India is the country where the civilisation flourished as far back as 5000 B.C. However, the information being scanty on the subject, we can trace the well-marked educational system as far back as early Vedic civilisation. Rig Veda is considered one of the oldest books written in man's history. Education scriptures and darshan (philosophy) was taught orally from gurus (teachers) to chelas (students) in Ashrams situated in woods. Then came the Buddhists who preached theology and imparted other types of knowledge in there "monasteries' and 'maths'. Well-known universities like Takshila and Nalanda were established. The education mainly remained in the hands of the priestly class. However, scholars of great repute in the field of medicine, surgery, astronomy, darshan and theology were the product of that system. These used to be less emphasis on the education of the masses. These traditions continued upto 10th century A.D. *7
The advent of Muslim in India in the 11th century brought in the system of education based on Maktabs and Madras mainly for religious purposes. Maktabs and Madrassas were places where Molvis imparted education of theological as well as secular character. This was however, limited to a handful of privileged people. Education of women was totally ignored.

However, the Hindu system of Education continued to prevail in Pathshalas and in temples.

B.1.2.2 British influence

The Wood's Despatch (1854) recommended the spread of education through indigenous institutions, establishment of universities, cultivation of the mother tongue and provision of vocational education was the landmark of British influence on Indian education which led ultimately to the promotion of modern education. The year 1937 saw the transfer of education to the control of popular ministries under provincial autonomy.
B.1.2.3  **Post Independence Period**

Education is an integral part of the country's development process and this has been accorded a high priority. Phenomenal expansion has taken place in the field of education since Independence.

The fourth Education Commission and the first to be appointed in the post-independence period, was the University Education Commission (1948-49) which reviewed the development of higher education in the country and made proposal for its future expansion and improvement. A similar function for secondary education was performed by the Secondary Education Commission (1952). Which was the fifth in the series. All the five Commissions looked at education in a compartmentalized fashion and moreover, no commission had ever been appointed for primary and adult education. There was a strong demand in the fifties and early sixties that Government of India should appoint an education commission to look at education as a whole, including primary and adult education. On this demand, Central government appointed the Education Commission, 1964-66 (under the chairmanship of prof. D.S. Kothari and this is
popularly known as Kothari Commission) at the initiative of Mr. M.C. Chhagla, the then Minister of Education who entrusted in with the taste of looking at the entire spectrum of education except medical and legal education. This is, therefore, the first Commission in our educational history to look comprehensively at almost all aspects of education. *8

A Committee of Member of Parliament was appointed in 1967 to consider the recommendations made by the Commission. In 1968, the Government issued a policy statement on education, the first national policy statement on education formulated by the Government of independent India. It served as the basis for educational development so far until the recent efforts to formulate the educational policies of the country once again. This rethinking dates from 1977-78, and a draft policy document was issued in May 1979. However, before any effort towards its implementation could be made it was given up.

Central Advisory Board of Education (CABE), based on Kothari Commission's recommendations adopted a resolution in its meeting held in November 1974 recommending the introduction
of the 10+2+3 pattern of education all over the country during the Fifth Plan period.

On January 5, 1985, the Prime Minister, Rajiv Gandhi in his broadcast to the nation promised a new education policy that would equip the country both scientifically and economically to enter the 21st century. Government to it, on 20th August, 1985, Education Minister, K.C. Pant presented a "Status Report" entitled "Challenge of Education-A policy perspective" to the parliament after a great deal of discussion, a National Policy on Education, 1986, popularly known as New Education Policy (NEP), was approved by the Parliament in May, 1986.

Prior to 1976, education was exclusively the responsibility of the states, the central government being concerned with certain areas like coordination and determination of standards in technical and higher education, etc. In 1976, through a constitutional amendment, education became the joint responsibility of the Central and State Governments.

Besides policy formulation, the Deptt. Of Education, Ministry of HRD shares with the states the responsibility for educational
planning. Till the sixth plan, education was taken to be a social service rather than an input in the development process. The emphasis has since changed whereby education is now considered pivotal in social and economic development of the country through, development of human resources.

This is reflected in the National Policy of Education (NPE), 1986 and in the budgetary allocation of resources. The Eight Plan outlay for education (Centre and States) at Rs. 19,599.7 crore is higher than the Seventh Plan expenditure of Rs. 7,633.1 crore by 2.6 times. These has also been an inter se shift in the allocation of resources within the education sector from higher education to elementary education. The outlay on elementary education in the Eight Plan is 45.6 percent compare to the expenditure 32.1 percent in the Sixth Plan and 37.5 percent in the Seventh Plan. The expenditure on higher education which was 21.4 percent in the Sixth Plan declined to 14.3 percent in the Seventh Plan. *9

In the Directive Principles of State Policy it is envisaged under article 45 that the state shall endeavour to provide within a period of ten years from the commencement of the constitution
for free and compulsory education for all children until they complete the age of 14 years. This target has yet to be achieved.

Recapitulating the goals of education emphasised by the Indian Constitution by the Indian Constitution and enunciated from time to time, by thinkers, planners, policy makers and educationists, the New Education Policy 1986 which was revised in 1992 envisages the following aims of Indian Education System:

(i) Emphasis and the Socio-economic Well-being competence and Creativity of the individual. This encompasses:

(a) Physical, intellectual and aesthetic development of personality;
(b) Inculcation of a scientific temper and democratic moral and spiritual values;
(c) Development of self-confidence to innovate and face unfamiliar situations;
(d) Creation of an awareness of the physical, social, technological, economic and cultural environment,
(e) Fostering a healthy attitude to dignity of labour and hard work;
(f) A commitment to principles of secularism and social justice;
(g) Dedication to uphold the integrity, honour and foster the development of the country; and

(h) Promotion of international understanding.

(ii) Development of knowledge and skill in various areas: In addition to developing the personal attributes listed above, education has to assume the responsibility for different subjects and for developing skills in the area of languages and communication also interest in hobbies, games and sports;

(iii) Development in knowledge and skill in Employment Opportunities: Education has to equip the pupils with competence, in term of knowledge and skills in various combinations at different levels of understanding, relating to the opportunities of employment in the context of a particular pattern and pace of Development;

(iv) Integration of individual into the social system: Education has to play an important role in integrating the individual into the social system. It is meant to inculcate suitable habits for health care, mental application, management of time and conservation of physical, mental and emotional energy;
(v) **Education a means of equalising opportunities:** Education can be the most effective means for equalising opportunities and reducing disparities between human beings. In a democratic society, it is considered a fundamental right of citizens. In the ultimate analysis therefore, the aim must be to enlarge the coverage and improve the quality of education in our institution so that a person, belonging to any religion, caste, creed, sex and economic strata, would have the opportunity of developing his or her potentials to the full;

(vi) **Development of Sense of Right and Wrong:** No law and order system can survive if educated people do not have respect for civic life or a sense of right and wrong. Democracy and civic life will degenerate beyond recognition if people do not understand the importance of tolerance and respect for viewpoints different from their own;

(vii) **Development of Spirit of Adventure and Mass participation in various Programmes:** The spirit of adventure and the confidence to innovate and take risk has to be instilled in the minds of young people. The priority programmes requiring mars acceptance and participation, energy conservation and population control, cannot make a real headway unless a programme for the improvement of
ecological conditions make the students aware, right from their formative years, of the close interdependence of their welfare with the outcome of these programmes.

It may be mentioned here that the goals of education listed above do not envisage the laying down of omnibus objectives for all levels of education on "a priori" basis. Adult education would have different goals from those for school and university education. In different age groups relevant to elementary, secondary, vocational and higher education, the need as well as capacity for acquiring knowledge and skills varies considerably. *10

B.1.2.3

**Educational Administration**

India is a Union of States with a written constitution. According to the constitution, Central Government is solely responsible for the subjects mentioned in the Union List of the constitution. Similarly, the State Government are responsible for the subjects mentioned in the State List. There is also a concurrent list, which is the joint responsibility of Central and State Governments.
The system of educational administration of India follows by and large the constitutional provision. There are at present two level of control in the area of education i.e. Central Government and State Government. States have to accept full responsibility for all school education, and in some of the states, the local bodies have also been associated so that day-do-day administration of schools as possible. In the higher education, on the other hand, the states have to share the responsibilities with the universities, the University Grants Commission and the Government of India. In other words education is predominantly local body-state partnership and higher education is a centre-state partnership.

Education was placed in the Concurrent List by a constitution amendment in 1976. Prior to this Constitutional Amendment, the Central Government was directly responsible by virtue of entries in the Union List for several educational sectors including (a) Co-ordination and determination of standards in institutions for higher education and research and scientific and technical institution; (b) Union agencies and institutions for professional, vocational or technical training (c) promotion of special studies or research; and (d) Central universities and any other institutions declared by Parliament as institutions of national importance.
In discharging this constitutional responsibility, the Government at the centre and the state, have enacted legislation to govern the educational institutional and administer the programmes at various levels and in different fields. *11

B.1.2.4  **General Structure of Education**

There were some variations in the structure of education in different states. The recommendation of Education Commission (1964-66) led to a resolution on the National Policy on Education, which aimed at providing a broadly uniform educational structure in all parts of the country, the 10+2+3 pattern. This consists of ten years of schooling, two years of higher secondary education (either in schools or colleges) and a three-year period of higher education for a first degree. All the States and Union Territories have now switched over to the new pattern. The school year varies in different parts of India but usually runs from April to March with brief breaks in October and December. Generally speaking, the number of working days is 200.

B.1.2.5  **Secondary/Sr. Secondary Education**
Secondary education begins to explore students to be differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.*12

Secondary education covers a period of four years (standard IX to X and XI to XII) and caters to the 14 to 18 year old age bank.

In more of the states and union territories of India, classes IX and X constitute the secondary stage. In some states, the secondary stage consists of classes VIII to X. The school having classes IX to X are referred to as secondary of high schools. The secondary stage is followed by a stage called the higher/senior secondary stage of school education comprising classes XI and XII. The higher/senior secondary stage of two years is located in schools, colleges or both according to the condition prevailing in a state/U.T. In the case of states where the higher secondary stage is located in colleges, the stage is referred to as the intermediate or pre-university or pre-degree stage.
Various types of school leaving certificates are issued by the examination boards, including the secondary school leaving certificate, the senior secondary school leaving certificate. At the secondary level, there are distinctions with report to the curricula and standards between the schools in different states. These schools are affiliated either to the state education boards or to C.B.S.E. or to I.C.S.E.

B.1.2.5.1  **Curriculum**

In India there is a Board for secondary education in the each state with responsibility for devising curricula and prescribing textbooks for secondary and senior secondary classes. For the primary and middle stages, the responsibility rests mainly with the state education Departments.

B.1.2.5.2  **Examinations**

Examinations occupy a dominant position in India's educational system. Traditionally, what has mattered in the score obtained in
an examination rather than the quality of education, though it is believed that they are not necessarily related.

In all parts of the country, stages in the education system are divided into grades and classes. Promotion from one grade to the next depends on continuous pupils assessment through terminal tests, and invariably, an examination at the end of the school session. At the initial stages, examinations are flexible and are solely the internal concern of each school; but in the higher stages an external element in evaluation tends to increase, as do rigidities in the system. Certificates provided by the elementary school authorities are accepted for purposes of admission to secondary schools.

While examination of pupils at the end of grade 9 and 11 is the responsibility of schools, boards of secondary education conduct examinations at the end of the secondary (grade 10) and Senior Secondary (grade 12) stages. In setting question papers and practical tests in Science and certain other subjects, and in the checking of answer books, the boards take the helps of experienced school and university teachers. On the basis of the
performance of examinations, they award certificates, which are required for admission to Further Courses or for employment.

Education thinkers and specialists in evaluation and measurement have, for a long time, been concerned about the system of examination. Reform of the examination system has been a continuous endeavour since independence. The Central Examination Unit was established in 1958 (it merged with NCERT in 1961) and a programme of systematic reform was started. These reforms cover external examinations as well as school evaluation and include a scheme for the intensive training of the various personal responsible for examinations. All boards of secondary education have adopted the reforms.

B.1.2.6 National Council of Educational Research and Training

The National Council of Educational Research and Training (NCERT) was established in September, 1961, in New Delhi as an autonomous body. Qualitative improvement and excellence in school, education and teacher education are some of its major objectives. The NCERT continued to coordinate and monitor
activities related to the UNICEF assisted projects in the education sector, the NPEP in 1993-94. They maintain effective liaison with state education authorities and state level institutions for providing academic inputs to school education system.

The NCERT develops curricula, syllabi and prepare textbooks for classes I-XII. The syllabi prepared by the NCERT form the basis for prescription of schemes of studies by Central Board of Secondary Education (CBSE) for the students of schools affiliated to the Board. The syllabi and textbooks so prepared by NCERT are given to state/union territory agencies for use in their schools after adoption/adaptation. It also develops instructional material for childhood education and training packages for teacher educators and supervisory personnel. It provides technical assistance for National Population Education Programmes designed to introduce population education in the formal education system. NCERT also provides its expertise to states/union territories. It also designs courses and material, generates software systems and sets up resource centres for computer literacy and studies in school project. The Council produce science kits for the use of school students. It prepares comprehensive guidelines for curriculum evaluation and school-industry linkages as well as for pre-service and in-service
education of teachers on vocationalisation of education. Training courses for the officials involved in the Integrated Education Programme for Disabled Children are also conducted.

B.1.2.7  **Non-Formal and Adult Education**

Adult education and non-formal education are rapidly emerging both as additional strategies and as alternate strategies for achieving the developmental goal of education for all. The most critical problem in Indian education is one of enlarging access to educational opportunities for a various socio-economic and cultural groups. The disadvantages are numerous; the task of developing outreach capacities in the education system to enrol all in the first instance and to retain all in the long term appears to be most insuring mountable. The history of Indian education in the post independence period is considerably coloured by a growing realisation that Education for All cannot materialise in the context of limited methodologies. The growth of adult education and non-formal education in India both as a realisation and to developmental strategy continues to assume importance largely on account of the centrally of the Indian learner in which
knowledge dominated systems tended to blind us to the vast diversity of the learner. *13

The social demand since independence has been mainly for formal and institutional education. Non-formal education is relatively an undeveloped sector. The non-formal education channel is being developed as a system complementary to the formal one. The programme envisages decentralisation in regard to course content, duration, place and hour of learning and pattern of instruction.

To achieve the goal of universalisation of elementary education in fulfilment of constitutional objective, non-formal education for the elementary age-group children has been developed as an alternative supportive system of formal schooling.
B.2 SCHOOL EDUCATION IN N.C.T. OF DELHI

B.2.1 BASIC FACTS ABOUT N.C.T. OF DELHI

The earliest known city of Delhi is Indraprastha, which is associated with the Pandavas. It is situated on a huge mound on the western bank of the river Yambuna, now occupied by the Purana Qila (Old Fort). In the first century B.C., Raja Dillu is believed to have built another city on the site where the Qutab Minar now stands, and named it Dilli. The next city was Suraj Kund, built by a Tomar Rajput, Raja Anangpal, in 1020 A.D. The main city subsequently moved to the old site of Delhi. Anangpal and his successors, who ruled for about a century, converted the town into a five-walled city called Lal Kot. The Chauhans replaced the Tomars and when Prithvi Raj (the last Hindu ruler of Delhi) ascended the throne in 1170, he expanded the city four times. The end of his reign saw the Muslim invasion in 1191 and his defeat in the battle of Panipat. Subsequently, Qutb-Ud-Din Aibk, a slave of the invader, Mohammed Gori, to home was entrusted this conquest, took the liberty of proclaiming himself the first Sultan of Delhi, and retained the old capital. One of his successors, Ala-Ud-Din Khilji (1296-1316) built a new
city at Siri, about three miles north east of Delhi. In 1321, Ghiyas-ud-Din Tuglak built another city known as Tughlakabad complete with fortress and walls.

During Mughal dynasty Hamayun began building a new capital at the old site of Inderprastha, which he called Dinepannah but he could not complete the city, which was later completed by the victor. The city survives today, although with changes, as the walled city of Delhi.

During British emperor, in 1912, the imperial capital was shifted to the Delhi plains. A new city, the city of New Delhi, was planned and built with a blending of oriental and occidental architectural design, three miles to the south of the walled city of the Mughals. This new city has continued to be the National Capital of India since 1947 when India attained independence from the British. Ever since, the city has spread out far and wide, though mainly southwards, incorporating all the earlier cities of the Delhi plains. *14
B.2.2 **Physical Features**

Delhi is situated on the right bank of the river Yamuna at the periphery of Genetic plains. It lies a little north of 28°N latitude and a little to the west of 78° longitude. To the west and the south-west is the great Indian Thar desert of Rajasthan state, to the east lies the river Yamuna across which has spread the greater Delhi of today. The ridges of the Aravalli range extend right into Delhi proper, towards the western side of the city, and this has given an undulating character to some parts of Delhi. The meandering course of the river Yamuna meets the ridge at Wazirabad to the north, while to the south, the ridge branches off from Mehrauli. The main city is situated on the west bank of the river.

B.2.3 **Area and Population**

**B.2.3.1 Area**

Delhi is spread out in an area of in 1,483 Sq. Km. Two hundred and thirty-one villages are located within its periphery apart from major urban complexes under its jurisdiction.
B.2.3.2 **Population**

According to census of 1991 the total population of Delhi is 9,370,475. The sex ratio in Delhi had been declining from 862 in 1901 to 715 in 1914. But from 1951 onwards there has been improvement from 768 in 1951 to 827 females per 1,000 males in 1991. *15

However, compared to the sex ratio of the country as a whole (927 females per 1,000 males), Delhi has a low sex ratio of 827 females per 1,000 males.

B.2.4 **Literacy Rate**

In Delhi education is favoured for the both boys and girls to a much higher extent than elsewhere, for boys studying upto postgraduate level.

In 1961 Delhi was on the top with a literacy rate 52.75 per cent against 24.03 per cent for the entire India. In 1991 the literacy rate for Delhi has further increased to 75.29 per cent, the male
and female literacy rates being 82.01 per cent and 66.99 per cent respectively.

B.2.5 **Administrative Set-up**

Under the States Re-organisation Act, 1956, Delhi lost its status as a state and was reconstituted as a Union Territory and the administration became the direct responsibility of the President of India through an Administrator.

In 1966, under the provision of the Delhi Administration Act, 1956, Delhi came under the regime of Lieutenant Governor, an Executive council.

In November 1993, it became a state with a Chief Minister accountable to the Legislative Assembly with new name "National Capital Territory of Delhi".

B.2.6 **School Education System in N.C.T. of Delhi**

The School Education System in Delhi is being controlled by number of agencies at different level such as Directorate of
Education, Municipal Corporation Of Delhi, New Delhi Municipal Committee, Delhi Cantonment Board, Kendirya Vidhyalay Sangathan, Navodaya Vidhyalay Sangathan, National Open School. These agencies have academic and administrative control of school education of Delhi at different level. These agencies have administrative and academic control of school education in Delhi.

B.2.6.1 **Directorate of Education**

Director, Education Department of Government of N. C. T. of Delhi heads Directorate of Education. While other local bodies i.e. M.C.D., N.D.M.C., and D.C.B. are responsible for providing primary schooling facilities, the education at all levels the Directorate of Education, in Government of N.C.T. Delhi, provides i.e. Primary, Middle, Secondary and Senior Secondary. The Directorate of Education also exercise the right of prescribing and supervising standards of education in all schools located in Government of N.C.T. of Delhi. The Directorate of Education has Government Schools, Government Aided Schools, and Unaided Schools. The structure of Directorate of Education may be explained through following chart:
Director of Education

Additional Directors (4)

School Administration  Budget/Planning  Adult Education

Joint Directors (3)

Planning  Finance  Administration

Deputy Directors (19)


Assistant Directors (8)

Zonal Education Officers (28)

Dy. Education Officers (28)

School Inspectors (28)

School Principals (670)

Vice- Principals (998)

Head Masters (Middle) (266)

Teachers

54
P.G.T.s  T.G.T.s  School Librarians  Assistant Teachers
(7266)  (29932)  (1086)  (2988)
E.V.G. (Educational & Vocational Guidance Councillors) (137)

There are total 9 Educational Districts in Delhi under the Directorate of Education, Government of N.C.T. of Delhi. These may be enumerated as follows:

1. East District
2. North-East District
3. North District
4. North-West District
5. West District
6. South-West District
7. South District
8. New Delhi District
9. Central District

A Deputy Director of Education heads each district. Under Deputy Director of Education there are Education Officers (E.O.) and Deputy Education Officers (D.E.O.). Each District is further
divided into Zones. The present position of schools in the Zones of each District may be enumerated in the following table: *16

Table No: T-2

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Zone No</th>
<th>Total Nos of Schools</th>
<th>Govt. schools</th>
<th>Aided Schools</th>
<th>Unaided Schools</th>
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<td>22</td>
<td>03</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>76</td>
<td>34</td>
<td>--</td>
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<td>02</td>
<td>83</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>205</strong></td>
<td><strong>104</strong></td>
<td><strong>13</strong></td>
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<table>
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<th>Name of District</th>
<th>Zone No</th>
<th>Total Nos of Schools</th>
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<th>Aided Schools</th>
<th>Unaided Schools</th>
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</thead>
<tbody>
<tr>
<td>North East</td>
<td>04</td>
<td>81</td>
<td>29</td>
<td>02</td>
<td>50</td>
</tr>
<tr>
<td></td>
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<td>06</td>
<td>57</td>
<td>32</td>
<td>02</td>
<td>23</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>03</strong></td>
<td><strong>193</strong></td>
<td><strong>86</strong></td>
<td><strong>09</strong></td>
<td><strong>98</strong></td>
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<tr>
<td>North</td>
<td>07</td>
<td>76</td>
<td>42</td>
<td>22</td>
<td>12</td>
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<td>-------</td>
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<td></td>
<td>08</td>
<td>76</td>
<td>45</td>
<td>26</td>
<td>05</td>
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<td><strong>Total</strong></td>
<td><strong>02</strong></td>
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<td><strong>87</strong></td>
<td><strong>48</strong></td>
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<th>Govt. schools</th>
<th>Aided Schools</th>
<th>Unaided Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>North - West</td>
<td>09</td>
<td>69</td>
<td>42</td>
<td>02</td>
<td>25</td>
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<td>11</td>
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<td>13</td>
<td>54</td>
<td>30</td>
<td>02</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>05</strong></td>
<td><strong>300</strong></td>
<td><strong>191</strong></td>
<td><strong>13</strong></td>
<td><strong>96</strong></td>
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<thead>
<tr>
<th>Name of District</th>
<th>Zone No</th>
<th>Total Nos of Schools</th>
<th>Govt. schools</th>
<th>Aided Schools</th>
<th>Unaided Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>14</td>
<td>61</td>
<td>27</td>
<td>01</td>
<td>33</td>
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<td>15</td>
<td>54</td>
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<td>03</td>
<td>21</td>
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<td></td>
<td>16</td>
<td>59</td>
<td>32</td>
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<td>17</td>
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<td>14</td>
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<td>18</td>
<td>74</td>
<td>31</td>
<td>02</td>
<td>41</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>05</strong></td>
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<td><strong>147</strong></td>
<td><strong>19</strong></td>
<td><strong>126</strong></td>
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<td>Name of District</td>
<td>Zone No</td>
<td>Total Nos of Schools</td>
<td>Govt. schools</td>
<td>Aided Schools</td>
<td>Unaided Schools</td>
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<tr>
<td>------------------</td>
<td>---------</td>
<td>----------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>South</td>
<td>19</td>
<td>68</td>
<td>38</td>
<td>13</td>
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</tr>
<tr>
<td></td>
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<td>49</td>
<td>23</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>47</td>
<td>20</td>
<td>--</td>
<td>27</td>
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<td></td>
<td>22</td>
<td>65</td>
<td>50</td>
<td>--</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>04</strong></td>
<td><strong>229</strong></td>
<td><strong>131</strong></td>
<td><strong>19</strong></td>
<td><strong>79</strong></td>
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<table>
<thead>
<tr>
<th>Name of District</th>
<th>Zone No</th>
<th>Total Nos of Schools</th>
<th>Govt. schools</th>
<th>Aided Schools</th>
<th>Unaided Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>23</td>
<td>78</td>
<td>56</td>
<td>--</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>49</td>
<td>32</td>
<td>04</td>
<td>13</td>
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<tr>
<td></td>
<td>25</td>
<td>79</td>
<td>43</td>
<td>09</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>03</strong></td>
<td><strong>206</strong></td>
<td><strong>131</strong></td>
<td><strong>13</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Zone No</th>
<th>Total Nos of Schools</th>
<th>Govt. schools</th>
<th>Aided Schools</th>
<th>Unaided Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Delhi</td>
<td>26</td>
<td>40</td>
<td>05</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>01</strong></td>
<td><strong>40</strong></td>
<td><strong>05</strong></td>
<td><strong>22</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>Name of District</td>
<td>Zone No</td>
<td>Total Nos of Schools</td>
<td>Govt. schools</td>
<td>Aided Schools</td>
<td>Unaided Schools</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>----------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Central</td>
<td>27</td>
<td>78</td>
<td>31</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>77</td>
<td>32</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>02</strong></td>
<td><strong>155</strong></td>
<td><strong>63</strong></td>
<td><strong>61</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

There are total 1206 schools including 316 Sarvodaya Vidyalayas in 28 Zones of 09 Districts in N.C.T. of Delhi under the Directorate of Education, G.N.C.T. of Delhi. The enrolment of students at different level as on 30.09.98 is as follows:

**Table No. T-3**

<table>
<thead>
<tr>
<th>Level</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>96595</td>
</tr>
<tr>
<td>Middle</td>
<td>531425</td>
</tr>
<tr>
<td>Secondary</td>
<td>379190</td>
</tr>
<tr>
<td>Sr. Secondary</td>
<td>224845</td>
</tr>
</tbody>
</table>
B.2.6.2 **Municipal Corporation of Delhi (M.C.D.)**

The Municipal Corporation of Delhi (M.C.D.) was constituted under the Delhi Municipal Corporation Act, 1957 in pursuance of recommendation of the State Reorganisation Commission. The Corporation was set up with the objective of providing an efficient municipal government to Delhi. The Act vested in the corporation not only functions which are strictly Municipal in nature but also pertaining to generation and distribution of electricity, water supply and drainage, fire prevention, hospital, schools etc.

The jurisdiction of M.C.D. pertaining to education is confined to the Primary education i.e. upto class Fifth. The Education Department of M.C.D. is headed by the Director Education (M.C.D.) and has been divided into 16 zones. The administrative structure of Education Department of M.C.D. may be explained through following chart:

```
Director Education
  Additional Director
  Deputy Education Officers
  Asstt. Education Officers
```
Senior School Inspectors
School Inspectors
Head Masters
Primary Teachers

There are 1800 M.C.D. Primary Schools under the Control M.C.D. in N.C.T. of Delhi.

B.2.6.3 **New Delhi Municipal Committee (N.D.M.C.)**

The New Delhi Municipal Committee (N.D.M.C.) functions under an administrator with the overall control being exercised by the Union Ministry of Home Affairs. The reason for the special status of the N.D.M.C. is that it has within its jurisdiction a large concentration of government offices, residences of high dignitaries, foreign embassies/missions etc. Apart from running Senior Secondary, Secondary, Middle schools, the N.D.M.C. is running Primary Schools catering to education needs of children of class I to V.9

The Education Department of Apart from this, there are 117 schools (Nursery, Primary, Middle, Secondary and Senior
Secondary schools) under the control of New Delhi Municipal Council (N.D.M.C.) and 32 Kendriya Vidhayalas under the control of Kendriya Vidhyala Sangathan.

B.2.6.4 **Kendriya Vidyalas (KVS)**

The scheme for establishment of Central Schools was approved by the Government of India in 1962 and its implementation was started by the Ministry of Education in 1963 when 20 regimental schools run by the Ministry of Defence were taken over and converted into Central Schools or Kendriya Vidyalayas. Later on the Kendriya Vidalaya Sangathan, an autonomous body was set up by the Ministry of Education and was registered as a Society in December 1965. The main objectives of Kendriya Vidyalayas are: (i) to cater to the educational needs of the children of transferable Central Government employees including Defence and Para-Military personnel by providing a common programme of education; (ii) to pursue excellence and set pace in the field of school education; (iii) to initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the CBSE and NCERT etc; and (iv) to develop the spirit of
national integration and create a sense of “Indian ness” among children.

The number of Kendriya Vidyalayas at present is 858 with a student population of approximately 7,38,857 as on 31.3.1997.

Table No. T-4

**Region-wise Kendriya Vidyalayas in India**

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Schools</th>
<th>Region</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmedabad</td>
<td>41</td>
<td>Gwalior</td>
<td>29</td>
</tr>
<tr>
<td>Bangalore</td>
<td>41</td>
<td>Jaipur</td>
<td>49</td>
</tr>
<tr>
<td>Bhopal</td>
<td>41</td>
<td>Jammu</td>
<td>43</td>
</tr>
<tr>
<td>Bhubaneshwar</td>
<td>50</td>
<td>Hyderabad</td>
<td>44</td>
</tr>
<tr>
<td>Calcutta</td>
<td>43</td>
<td>Lucknow</td>
<td>45</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>51</td>
<td>Head Quarters</td>
<td>02</td>
</tr>
<tr>
<td>Chennai</td>
<td>51</td>
<td>Mumbai</td>
<td>44</td>
</tr>
<tr>
<td>Dehradun</td>
<td>45</td>
<td>Jabalpur</td>
<td>48</td>
</tr>
<tr>
<td><strong>Delhi</strong></td>
<td><strong>56</strong></td>
<td>Patna</td>
<td>53</td>
</tr>
<tr>
<td>Gauhati</td>
<td>42</td>
<td>Silchar</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total 858 Schools**
The Kendriya Vidyalas are opened in the campuses of Public Sector Undertakings fully financed by the Government of India and also in the institutes of Higher Learning if they are ready to bear all the recurring and non-recurring expenditure on the proposed Kendriya Vidyalayas. The children of the employees of such undertakings get priority in admission in Kendriya Vidyalayas. However, for Kendriya Vidyalayas under Civil and Defence personnel get the priority in admission. The admission in Class-I is made on the basis of number of transfer during the last 7 years. The reservation of 15 per cent and 7-1/2 per cent of fresh admissions in all Kendriya Vidyalayas for the children of SC and ST respectively is made. The efforts are made to admit such SC/ST children even by relaxing the qualifying standards. The admission of the children of transferable Central government employees including defence personnel who die in harness and of MPs (including their dependent/grand children), SPG/NSG and KVS employees are done over and above the prescribed class limit.

B. 2.6.5 **National Open School (NOS)**
The National Open School (NOS) was established in November 1989 as an autonomous organisation in pursuance of National Policy on Education, 1986, by the Ministry of Human Resource Development, Government of India. Open Schooling was originally experimented upon since 1979 as a project of the CBSE and was later amalgamated with the National Open School. In October, 1990 through a resolution of the Government of India, the NOS was vested with the authority to examine and certify students registered with it, upto Pre-degree level course.

The National Open School is an institutional the national level which not only conducts examinations at deferent levels of school, but also provides learning opportunities through alternatives schooling. There are no schools of National Open School because of its very nature. National Open School serves its clients through a network of study centres all over the country. Their centres provide individualised support to its learners to facilitate the learning process. There are over 900 centres and this is likely to increase. Secondary/Sr. Secondary recognised/Affiliated schools are associated with the National Open School as its study centres.
B.2.6.5.1 **Enrolment**

At present there are more than four lack learner's enrolled, new admissions every year ranges in the region on 1.32 lack. Since students are not required to take all the fine subjects at a time, there is no direct correlation between the number of students admitted and the number certified.

B.2.6.5.2 **Examination**

National Open School conducts two full-fledged examinations every year. Students can take them at their own convenience. Marks are credited in the computer account of the student. A student has five years and none chances to complete a course. Provision also exists for improvement in a subject. No subject is compulsory and a student is certified in a course when he/she has passed five subjects, which includes a language.

B.2.8 **Teacher Education**

There are basically three types of training for teachers in India depending upon where they are likely to teach: in the lower
primary, upper primary or secondary school. The minimum qualification for admission to the course for lower and upper primary school teachers is a pass in the standard XII and the course may last for one or two years. Teacher education institutes or these levels are controlled and financed by state departments of education. Graduates who have completed a one-year Bachelor or Education course at a college affiliated to university staff secondary schools usually. In addition, there are certain centrally funded institutions, such as four Regional colleges of Education, which offer a combined four-year course leading both to a subject degree and a Bachelor of Education, and the National Institute of Education, in New Delhi which receives financial assistance from central Government funds through the National Council of Educational Research and Training (NCERT). Studies at the M.Ed. and Ph.D. levels can be undertaken in a numbers of universities including the centre of advanced Studies in Baroda.

On the recommendation of the National Council of Teacher Education (NCTE), most states have introduced a two-year certificate for primary school teachers. NCERT in coordination with NCTE and State Councils of Educational Research and Training (SCERTs), has endeavoured to upgrade the quality of
teacher education. It supported the intensive Teacher Education Development Programme in several states and has assisted training authorities in improving teacher-training curricula. Central Government also provides financial support to primary teacher-training colleges for the improvement of their facilities.

B.2.9 **State Council of Educational Research and Training**

**(SCERT), Delhi**

Realising that the SCERTs can make effective contribution in the improvement of quality of school education, the National Policy of Education (N.E.P.) 1986 recommended the strengthening of the SCERTs and establishment of District Institute of Education and Training (DIETs), the upgradation of the college of teacher education. In pursuance of these recommendations, the Department of Education, Delhi Administration, Delhi took the first step of implementing the policy resolution by making SCERT an autonomous body. The SCERT, Delhi was registered under the Societies Registration Act, 1860 and was thus granted an autonomous status by the Hon'ble Lt. Governor of Delhi AVM Mr. H.L. Kapoor on 27th May 1988. It started function with its headquarter at its present site at Varun Marg, Defence Colony,
New Delhi. It was also given freedom to select its own staff and take initiative in introducing reforms and innovative schemes for the In-service Teacher Education Programmes of working teachers in the schools of Delhi.

One of the major activities of the Council is teacher education, both pre-service and in-service, with an infusion of the latest information and technology, innovative strategies and humanistic approach to make improvement in the quality of school education. The Council also shares the responsibility of planning, conducting, monitoring and evaluating in-service education other educational functionaries such as Education Officers, principals, Vice-Principals, Librarians and adult and non-formal education Instructors. Training and retraining of personnel is undoubtedly and investment rather than a mere ritual for a requirement to fulfil certain administrative conditions. Like industry continuing education of teachers should be viewed as an investment for quality improvement of education. The ever expanding frontiers of knowledge in various disciplines and pedagogy requires training of teachers but these programmes can yield maximum result only if these are planned systematically and organised methodologically. Systematic planning involves
development of course design, which is relevant to the professional needs of beneficiaries. This will require meticulous analysis of training needs of the teachers. The functions of SCERT emanates from the national goals and priorities, and one of the major thrust areas of 8th Five Year Plan was its emphasis on the attainment of the Minimum Levels of Learning (MLLs) by all pupils. To begin with the MLLs identified by the committee appointed by the MHRD are minimum levels in accordance with local conditions and requirements. A core faculty has been developed by the SCERT to train Resource Persons who in turn will train primary school teachers for implementation of the MLLs project.

B.2.9.1 Objectives of the SCERT, Delhi

The objectives of the Council, as enshrined in the Memorandum of Association are as follows:

- To assist and advise the Delhi Administration in implementation of its policies and major programmes for human resource development especially in the field of education, women and child development, national integration and other related affairs.
- To promote educational research at all levels of school education.

- To develop the curriculum aiming at an all round development of child at all levels of education.

- To develop and produce the teaching-learning materials.

- To develop Educational Technology for use in teaching learning activities and in the training programmes, and to provide Distance Education.

- To devise systems and approaches for qualitative education.

- To develop strategies to achieve the goals of education for equality.

- To establish linkages with the National Council for Educational Research and Training (NCERT), various departments of Delhi University, the department of education of Delhi Administration, and other educational institutions of the Central Government and the Delhi Administration.

- To develop, adopt/adapt, and produce curricular materials, textbooks and other related instructional materials.

- To provide all types of educational materials and guidance to disadvantaged groups.
- To guide, develop and provide educational materials for non-formal education/functional literacy.
- To promote and assist Delhi Administration in SUPW and Vocational Education in the National Capital region of Delhi.
- To improve the existing examination system and to make the question banks in different areas of school education.
- To provide Pre-service and In-service training to teachers at levels of school education.

B.2.10  **Adult and Non-Formal Education**

Non-formal education has been introduced to cater the needs of out of school children that are either drop-one from formal schools at various stages or have never been to school that could not want of the facilities provided by the formal system due to socio-economic compulsions. It also intends to meet the essential learning needs of children living in remote and sparsely populated areas where the establishment of the formal education is considered to the non-viable. Non-formal education has character of flexibility in respect of timing, vacations, curriculum and multiple point entry, etc and adjustment according to local
specific needs of the area and locality. The Delhi School Education Act, 1973, specifically permits multiples points' entry of student.

The concept of non-formal education has undergone changes over the period of 30-35 years. Workers and experts in the field of education have made various interpretations of term. According to many of them non-formal education is complementary to formal system of education. Whereas others interpret it as an alternative to the formal education. Non-formal education in its ideal form differs both from formal and informal education unlike formal education, it does not has rigid timetable, curriculum or predetermined academic progress. Unlike informal education is not restricted to parents, siblings, peers groups and environmental exposures. The Non Formal Education is primarily flexible and open ended.
B.3 TRENDS OF SCHOOL EDUCATION ABROAD

B.3.1 School Education in U.K.

B.3.1.1 Basic Facts about U.K.

The United Kingdom is known to have ruled and established empires in the hundreds of the countries of the world, including India. Basic or initial purpose of in the British invading a country was not to establish empire but to exploit the national resources of these countries. Then their prime concern was to obtain raw material from their colonies, to use the locals as low paid labour and to produce furnished goods as mercantile venture. However, they also had in their population a sizeable number of Christian missionaries, educators and reformers who propagated human values, brought social reforms and paved the way of modern education in their colonies.

The U.K. is a developed country. In this country education has been given its right place in planning and economic development of the country. Indian system of education, more or less, is based on, or atleast empired by the British education system. England
has ruled all over the world for hundred of years and also ruled over India for about two hundred years and the development of education institution like schools, colleges, universities etc. is on similar pattern of the educational institution in U.K. The educational administration and financing of education are also of similar nature in both the countries. It is therefore, be of interest to dwell upon the education system in U.K. with special reference to school education. Similarly, it will also be pertinent to discuss in brief the prevailing demographic and socio-economic condition of the U.K. in order to ascertain and identify general facts and figures about the country.

B.3.1.2 **Physical feature**

Great Britain is the geographical name of that Island of the British Isles, which comprise England, Scotland and Wales (so called to distinguish it from "Little Britain or Brittany.) By the Act of Union 1801, Great Britain and Ireland formed legislation as the United Kingdom of Great Britain and Ireland. Since the separation of Great Britain and Ireland in 1921 Northern Ireland remained within the Union which is now the Union Kingdom of Great Britain and Northern Ireland. The United Kingdom (U.K.)
does not include the Channel Islands or the Isle of Man which are direct dependencies of the crown with their over legislative and taxation systems. England and Wales form an administrative entity, with some special arrangement for Wales.

B.3.1.3 **Area and Population**

Area and population of the four countries of United Kingdom during 1998 may be explained through following table:

<table>
<thead>
<tr>
<th>Name of the Country</th>
<th>Area (Sq. Km.)</th>
<th>Population (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>130,395</td>
<td>49.5</td>
</tr>
<tr>
<td>Scotland</td>
<td>78,313</td>
<td>5.1</td>
</tr>
<tr>
<td>Wales</td>
<td>20,754</td>
<td>2.9</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>13,843</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>243,305</strong></td>
<td><strong>59.2</strong></td>
</tr>
</tbody>
</table>
B.3.1.4 **Literacy**

The Government is committed to tackling illiteracy. The report *A Fresh Start: Improving Literacy and Numeracy*, published in 1999, outlines the research of a working group, which found that illiteracy levels were at unacceptably high levels among the adult population. Around 20% of those surveyed were unable to give satisfactory responses to basic numeracy and literacy questions.

B.3.1.5 **Structure of Government:**

B.3.1.5.1 **Development of British System of Government**

Development of the British System of Government The system of Parliament government in Britain is not based on a written constitution, but is the result of gradual evolution over many centuries. The growth of political institution in England can be traced back to the period of Saxon rule, which lasted from the fifth century A.D. until the Norman Conquest in 1066. This period saw the origins of the institution of Kingship, and of the idea that the king should seek the advice of a council of prominent men. The period of Norman rule after 1066 saw a
considerable strengthening of royal power, however, the monarchy eventually experienced difficulties in controlling the growing machinery of government. The actions of king John (1199-1216) led to opposition from the nobility and leading figures in the Church. In 1215 A.D. the barons forced the king to agree to series of concessions embodied in a charter, which became known as Magna Carter. The Charter, which provided for the protection of the rights of freeman against the abuse of royal power, came to be regarded as the key expression of the rights of the community against the Crown. *17

The first known occurrence of the term "Parliament" to describe the meetings of nobles to advise the king is in 1236, by the late 13th century representatives of countries and towns were also occasionally being summoned at the same time, usually to express political support, but increasingly to give consent to taxation. By the end of the 15th century parliament existed in a form virtually recognisable today. Whose function was to agree to taxes and to legislate and which consisted of two separate chambers-the House of Commons and the House of Lords. Although the influence of government in parliament was considerable, the body was always an area for political conflict;
one such clash led to the outer break of the civil war in 1642 between crown and parliament. Following the defeat of the royalist armies and the execution of Charles I in 1649, and monarchy and the House of Lords were abolished and the country was proclaimed a republic. However, the republican experiment came to an end in 1660, two years after the death of the "Lord Protector", Oliver Cromwell. Charles I's son was resorted to the throne as Charles II. Charles II's successor, James VII and II (1685-88), sought both to bypass Parliament and to make it more amenable. As a result, in 1688 a group of leading men invited William of Orange (a grandson of Charles I and the husband of Mary, James VII and II's eldest daughter) to secure the infringed liberties of the country. James VII and II fled into exile following the success of the revolution of 1688, Parliament in 1689 passed the Bill of Rights, which defined the rights and privilege of Parliament. Increasingly, thereafter, parliamentary control of national finance made it impracticable for the sovereign to ignore the wishes of parliament. The sovereign appointed ministers, but they had to have sufficient support in the House of Commons to enable them to persuade parliament to pass legislation and role for taxation. The development of "party" during the 18th and 19th centuries provided them with the machinery for securing that
support, while the personal involvement of the monarch in policy and the day-to-day business of administration declined, leaving government in the hands of the cabinet, presided over by a "Prime" Minister. Since the mid-19th century the Prime Minister has normally been the leader of the party with a majority in the House of Commons.

The Reform Act of 1832 altered the medieval system of parliamentary representation and standardised the qualifications for the right to vote. Subsequent reforms gave the vote to virtually all adults—women were finally enfranchised in 1918, but not on the same terms as men until 1928.

The Monarchy is the oldest-institution of government, going back to at least the 19th century. Queen Elizabeth II is herself directly descended from king Egbert, who united England under his rule in 829. The only interruption in the history of the monarchy was the republic, which lasted from 1649 to 1660. Today the Queen is not only head of state, but also an important symbol of national unity. The royal title of Britain is: Elizabeth the second, by the Grace of God of the United kingdom of Great Britain and Northern Ireland and to Her other Realms and Territories Queen,
Head of the Commonwealth, Defender of the Faith. In the Channel Islands and the Isle of Man the Queen is represented my Lieutenant Governor.

B.3.1.6 **Educational System in U.K.**

B.3.1.6.1 **Historical Prospective**

Although government grants for education were first made in 1833, it was the 1870 Education Act in England and Wales, which originally enshrined the idea of compulsory elementary education with government aid. There were two types of elementary school-Church voluntary schools and State schools provided by school boards. The school educational history of U.K. can be divided into two parts i.e. before and after the Education Act, 1944.

Prior to 1870, the church and other religious institution of England mostly imposed elementary education, now known as primary education. In smaller towns, it was mostly the monopoly of the Church of England. This led to frustration and great dissatisfaction among other Christians, who eventually supported
a campaign for non-sectarian public schools managed out of the finances raised by taxation. It was only in 1870 that for the first time, the community began to take a much more direct part in the education of its children. Forester's Act in that year created "School Boards" to supplement the Church education and these remained in existence until 1902, when the Local Education Authorities (LEAs), large and small came into being. *18

The schools opened by the School Boards were fully financed out of the local taxes called "rates". The grant to the church school from central taxation was given first time in 1891. In 1902, the Local Education Authorities (LEA's) were constituted to control elementary, secondary and further education in their areas.

The decentralised character of educational system and the long tradition of non-interference by Central Government in most aspects of education is the hallmark of a passive role of Government in the British Education System. Despite the rapidly growing importance of education and training in the people's lives, the U.K. does not have a single body responsible for the education system -it has many system funded by many difference bodies in different places, and doing different things in different ways for different reasons. The decentralization, which
characterises education policy, begins at the Central Government level where each part of the U.K. has a separate body responsible for most of its education policy. In England this is a Department of Education and Science (DES), in Wales the Welsh Office (Education Department), in Scotland and Scottish Education Department (S E D) and in Northern Ireland (D E N). Although these bodies are important, they are not sole controller of education in their areas bodies actually responsible for providing schools-colleges and courses are Local Education Authorities (L E A s) and, in Northern Ireland only, Education and Library Boards. This partnership between Central Government and local authorities has been a feature of U.K. education since public education provision began in 1870.

B.3.1.6.2 Administration of School Education:

The Secretary of State of Education has overall responsibility for school and post-school education in England. The Secretaries of State for Scotland, Wales and Northern Ireland exercise similar responsibilities in those countries. The government education departments are the Department for education in England, the Welsh Office Education Department, the Scottish Office
Education Department and the Department of Education for Northern Ireland. They formulate education policies and are also responsible for the supply and training of teachers. Mostly state schools education is the responsibility of education authorities, which are part of the local government system; the rest is provided by self-government grant-maintained (G M) schools. In Northern Ireland the education five education and library boards administer service locally. Education authorities pay teachers and other staffs, provides and maintains buildings, and supply equipment and materials. Governing bodies in G M schools are responsible for these functions.

B.3.1.6.3 **General Structure of Education**

In Great Britain compulsory schooling starts at the age of 5. In England & Wales the government has guaranteed nursery education for all 4 year olds who’s parents would like them to attend school from this age. There are three stages of education (i) Primary education; (ii) Secondary education; and (iii) Further education
B.3.1.6.3.1 **Primary Education:**

Primary education is imparted in three stages: -

(1) Nursery school and kindergarten upto 5 yrs.

(2) Infant school - 5 to 7 years.

(3) Junior School 7 to 11 years. The term "elementary" has disappeared.

B.3.1.6.3.1.1 **Nursery Education:**

Pre-primary school education in U.K. is to be understood in two different segments i.e. (I) Nursery school and kindergarten upto age of 5 years. Infant school between 5 to 7 years. The 1944 Act did not make education in a nursery school or class compulsory, but it did lay upon the Local Education Authorities (LAEs) a duty to have regard to the need for securing that provision for pupils who have not attained the age of five years by the provision of nursery schools, or alternatively of nursery classes attached to infant schools. In England, 43 percent and in Scotland 36 percent of three and four year olds receive education in Nursery classes or infant’s classes in primary schools. In addition, many children (at least 40 percent of three and four year olds) attend informal
Preschool playgroups organised by parents and voluntary bodies such as the Pre-School Play Groups Association.

The Plowden Report on Children and their Primary Schools (1967) made the recommendation that the immediate expansion of nursery education is necessary "so that all the three to five year old group could attend on a half time basis, whilst some 15 percent could attend full time where the need was demonstrated. *19

B.3.1.6.3.1.2 Infant Schools:

These schools admit children at about the age of five and keep them until the end of the school year in which they reach the age of seven. But by no means all children are educated in separate infant schools. The infant education forms a part of the pre-primary education. With a few exceptions, infant schools are independent units with independent staff and building. At times, infant school is a part of a Junior School. Almost 100 percent of infant school teachers are females. All infant schools with the exception of one percent Co-educational. Numbers with such schools vary greatly depending upon the demands of catchment
area. The infant school has a reception class, which provides an adjustment of settling in period to school. It may then have several more classes depending on its size. The structure of these classes varies greatly from school to school.

B.3.1.6.3.1.3 Junior Schools:

Junior schools are of relatively recent growth. They appeared for the first time between the two world wars as a result of creation of separate senior schools, following the recommendations contained in the Hadow Report of 1926. The considerably significant part of primary education between the age of 11 and 11 years is handled in junior schools. Almost all of them are co-educational and law of the land demands compulsory education of the children of this age group. The education at the level is quite well planned and is technically quite in accordance with the latest techniques of teaching and learning. Many new ideas in subject teaching are being introduced into the curriculum includes language development, science, mathematics and environmental studies. The provision for teaching English to immigrants is also there. The member of students in each class is about 40.
Junior schools are usually exciting, pulsating with the thrill of discovery and the pleasure which children derive from being completely involved in their work. There is encouragement of creative activity in all its forms. New methods are encouraging children to discover the relationship between numbers rather than to learn to calculate by rote. Experiments are going on in the teaching of Modern Languages at the Junior Stage.

B.3.1.6.3.2 **Secondary Education**

In U.K. education in schools between the ages of 11 to 18 can be termed as Secondary School education. The education up to age of 10 years is free and compulsory and it is further extended up to the age of 18 years for those who show interest, aptitude and ability in studies.

The system of secondary education, which had taken shape from the Education Act 1944, was strongly influenced by the recommendation of the proceedings of White Paper which envisaged that there would be three main types of secondary schools to be known as "Secondary Grammar Schools"; "Secondary Modern Schools", and "Secondary Technical Schools."
Until the early sixties, the great majority of secondary schools maintained by Local Education Authorities were of three types. Entry to the different types generally depended on the results of tests taken at about the age 11. But the new government, which took office in 1974, however, announced its intention of developing a fully comprehensive system of secondary education in the maintained as well as the assisted schools and of ending selection according to ability for different types of secondary school at the age of 11 or at any other stage.

B.3.1.6.3.2.1 **The Secondary Grammar Schools**

This is an academic institution par-excellence. It belongs to the same category to which Lycee in France and Gymnasium in Germany belongs. The cream of the society is educated in Grammar Schools. Most of the Grammar Schools have high standard of scholarship, selective admissions, basically having independence, and secure good number of university places. The curriculum in these schools is not prescribed by any regulation. The courses of study generally include English language and Literature, Geography, Art and Music. Around the academic core, Physical education and Religious instructions have also their
place. For girls, Domestic science and for boys Woodwork is introduced in a good many schools. At the age of 16 years they appear in "Ordinary level of General Certificate of Education." Some, even after this stage, continue to be in school in the sixth form till the age of 18 or so and have to specialise intensively in three or four subjects such as, English, History, Languages, Mathematics, Physics, Chemistry, Biology in Science for advanced level examination. Passes are given for single subjects, not groups of subjects. Eight University Examination Boards conduct these examinations.

B.3.1.6.3.2.2 The Secondary Technical School:

These schools had developed out of junior technical schools for the pupils with a distinct aptitude for learning towards technical work of a fairly high standard. These institutions, though in some cases were of good standard, were mostly considered to be schools for lower trade works such as artisans and domestic helpers. In most of them the general education aspect was subordinated to trade training. Spens' Report had submitted that a new type of school have dignity and status of a good secondary school, with emphasis on Science and Mathematics in
curriculum, admitting only those who had interest and aptitude in technical work of high calibre, be opened and termed as Technical High Schools. The Education Act, 1944 gave full recognition to these schools and termed these as "Secondary Technical School". Even then these schools are not very popular and meet the needs of nearly 10 per cent of the school population. Most of these schools are located in urban centres and housed in old building and part time teachers.

B.3.1.6.3.2.3 The Secondary Modern School

These schools are for those pupils whose needs are not met by either of the types of school mentioned above. The in take in such schools too non-selective. They would enjoy and profit by a balanced programme of cultural and practical work, with a deal of creative activities, physical education and craft. In these schools English expression, Social studies, Health and Physical education, Games and Sports, General science, General mathematics, Workshop practice, Book keeping, Home-making (for girls) and other commercial subjects, Arts and Crafts, Nature-study, Biology, History, Geography, Music, Horticulture, Film Appreciation and an elective language are taught. The
government prescribes no courses but this is left to Headmasters, Headmistress, LEAs and the staff members. These schools are located in rural areas; take a keen interest in the problems of their surroundings and rural activities. In these schools lesser emphasis is put on academic examination preparation.

The Local Education Authorities (LEAs) have right to combine all of these secondary programmes into the "Omnibus" schools or to house them in separate school buildings in the same campus, but care must he taken that all the three types if secondary schools have parity of esteem. Parents wish for the future of their children must he considered, but each local education authority has the final say in the allocation of pupils to schools.

The Act also recommends that the part time and full time vocational education be to be provided by the local education authorities (LEAs) upto the age of 18 years. The Act sets the ages of compulsory education from 5 to 15 years. The upper age limit may be extended upto 16 years.
B.3.1.6.3.3 Independent Schools

Fee-paying independent schools must register with the appropriate education department and are open to inspection. There are nearly 2,500 independent schools educating 60,000 pupils of all ages. They charge fees varying from around 300 Pounds a term for day pupils at nursery age to over 4,000 Pounds a term for senior boarding pupils. Many offer bursaries to help pupils from less well-off families. Such pupils may also be helped by LEAs particularly if the authorities own schools cannot meet the needs of individual children or by the Government's Assisted Places Scheme, under which financial assistance is given according to parental income. Over 35,000 places are offered in England, Wales and Scotland under the scheme. The government also gives income-related help with fees to about 550 pupils at five Music schools and the Royal Ballet Schools; there are also a limited number of similar scholarships at Cathedral Choir schools.

Independent schools range from small kindergartens to large day and boarding schools, and from new and, in some cases, experimental schools to ancient foundations. The 600 boys', girls'
and mixed predatory schools prepare children for entry to senior schools. The normal age-range for these predatory schools from 7-plus to 11, 12 or 13, but many have pre-predatory departments for younger children. Religious orders and ethnic minorities have established a number of independent schools.

Independent schools for older pupils from 11, 12 or 13 to 18 or 19- Includes about 550, which are often referred to as "Public Schools." These belong to the Headmasters' Conference, the Governing Bodies Association, the Society of Headmasters and Headmistresses of Independent schools, the Girls' School Association and the Governing Bodies of the Girls' Schools Association.

In Northern Ireland there are 21 independent schools educating nearly 1,000 pupils. These schools are subject to inspection by the Department of Education but do not receive any public funds.
<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Nursery</td>
<td>1,685</td>
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<td>State Primary</td>
<td>23,213</td>
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<tr>
<td>State Secondary</td>
<td>4,435</td>
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<tr>
<td>State Secondary of which grant-maintained</td>
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</tr>
<tr>
<td>Independent Schools</td>
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</tr>
<tr>
<td>Special Schools</td>
<td>1,518</td>
</tr>
<tr>
<td>Pupil Referral Units</td>
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<td><strong>Total</strong></td>
<td><strong>33,670</strong></td>
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Table No. T-7

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Nursery</td>
<td>79,000</td>
</tr>
<tr>
<td>State Primary</td>
<td>5,414,000</td>
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<tr>
<td>State Secondary</td>
<td>3,741,000</td>
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<tr>
<td>Independent Schools</td>
<td>615,000</td>
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<tr>
<td>Special Schools</td>
<td>116,000</td>
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<tr>
<td>Pupil referral Units</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,973,000</strong></td>
</tr>
</tbody>
</table>

B.3.1.6.4  School Curriculum

B.3.1.6.4.1 National Curriculum

The Education Reform Act 1988 established a national curriculum for gradual introduction into Primary and Secondary school. It was revised in 1994. Statutory subjects at 5 to 11 years,
England and (Welsh in Wales) Mathematics, Science (Core subjects) Technology (including Information and Technology), Geography, History, Art and Music (foundation subjects). At 11 to 14 years of foreign language is added. Physical and religious educations are not prescribed in the curriculum but are requirements; parents may withdraw their children from the later.

*21

Table No. T-8

<table>
<thead>
<tr>
<th>Key stage of the National Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage</strong></td>
</tr>
<tr>
<td>Key Stage – I</td>
</tr>
<tr>
<td>Key Stage – II</td>
</tr>
<tr>
<td>Key Stage – III</td>
</tr>
<tr>
<td>Key Stage – IV</td>
</tr>
</tbody>
</table>

The National curriculum consists of the Core subjects of English, Mathematics and Science, as well as history, geography, technology, music, art, and physical education.
for secondary school pupils, a modern foreign language. The scope of these subject areas is defined and amended through Parliament Orders.

B.3.1.6.4.1.1 School Curriculum in England and Wales

In Wales the Welsh language constitutes a core subject in Welsh-speaking schools and a foundation subject elsewhere under the National Curriculum. The National Curriculum requirements for Welsh were introduced in 1990. The statutory requirement to teach Welsh to pupil's aged 14 to 16 in Non-Welsh-Speaking schools has been temporarily suspended; nevertheless schools have a statutory duty to prepare for a full implementation of this requirement from July 1999. An order has been laid before Parliament removing history and geography as compulsory subjects for 14-16 year olds, although schools will be encouraged to continue teaching these subjects. In Wales a modern foreign language and technology will also be optional subjects for 14-16 year olds. The introduction of modern languages as a compulsory subject for this group is being postponed until 1996, as is a revised curriculum on technology. These changes will increase the scope for developing new vocational courses intended for this age
group. Steps are being taken to lessen the administrative burden on teachers by simplifying the National Curriculum, while retaining the same range of core and other subjects. Under proposals published by the School Curriculum and Assessment Authority and Curriculum and Assessment Authority for Wales in May 1994, the content of Curriculum would be reduced by releasing one day a week for schools to use at their discretion. The Curriculum would also be made for more manageable for teachers and give them significant professional discretion. The two Authorities will give the final advice to the Government in the autumn of 1994. The intention is that the new slimmed-down Curriculum will be introduced in September 1995 and September 1996. No further changes to the Curriculum will take place for five years. National testing and assessment of pupil's performance at the age of 7, 11 and 14 is being confined to the basics of English, Mathematics and Science. This also applies to Welsh in Wales. Pupils aged 16 are assessed by the General Certificate of Secondary Education (GCSE) examination. The Independent Appeals Authority for School Examinations hears written appeals against grades awarded in GCSE exams when the processes of the examining body concerned are exhausted.
B.3.1.6.4.1.2 **School Curriculum in Scotland:**

The statute and responsibility rest does not prescribe the content and management of the curriculum with education authorities and head teachers, though the Secretary of State and the Scottish Consultative Council on the Curriculum provide guidance. The Council has recommended that secondary level pupils should follow a broad and balanced curriculum consisting of English, Mathematics, Science, a Modern European language, Social Studies, Technological activities, Art, Music or Drama, Religions and Moral Education, and Physical Education.

A major programme of curricular review and development has been carried out for the 5 to 14-age range. The Government has issued new guidance on English language, Mathematics, Expressive Art, Latin Modern languages, Environment Studies and Religious and Moral Education. Under new arrangements, standardised tests in English and Mathematics are given to pupils in the 5-14 age group whenever they complete one of five levels. A major programme to extend modern language teaching to primary schools is in progress. Provision is made for teaching in Gaelic in Gaelic-speaking areas and in some other areas where
education authorities have identified this as a priority. Pupils take the Scottish Certificate of Education (SCE) at Standard grade at the end of their fourth year of secondary education at the age of 16. The Higher grade is taken in the fifth and sixth year. Some pupils also take its examinations for the Certificate of Sixth Year studies or take vocational National Certificate units.

B.3.1.6.4.1.3  **School Curriculum in Northern Ireland:**

The common curriculum in all publicly financed schools is based on six broad areas of study: English, Mathematics, Science and Technology, the Environment and Society, Creative and Expressive Studies, and, for secondary schools, Language Studies. The school curriculum also includes six compulsory cross-curricular themes: Cultural Heritage, Education for mutual understanding, Health education, Information technology, and in secondary schools, Economic awareness and carrier’s education. The first theme is designed to help overcome distrust between the people of the Province by enabling pupils to understand the common and distinctive elements of their cultural heritage. The second is intended to teach pupils to understand other people's
points of view and appreciate the benefits of resolving conflicts by non-violent means.

Statutory assessment arrangements are not yet in place. In 1992-93 pilot assessments were organised for pupils at the ages of 11 and 14 who had followed programmes of study in English, Maths and Science for three years. A second pilot programme was organised in 1993-94 covering pupils aged about 8, 11 and 14 and was substantially revised and simplified in the light of the first-pilot. As in England and Wales, the GCSE examination is used to access 16 year old pupils. *22

B.3.1.6.5 **Examination System**

At present the principal examination taken by secondary school pupils in England, Wales and Northern Ireland at the age of 16 and over are those leading to General Certificate of Education (GCE) at Ordinary (O) level and to the certificate of secondary education (CSE). Both are normally taken after five years of secondary education. The GCE Advanced (A) level is normally taken after a further two years' study. The highest grade (grade 1) in the CSE is accepted as equivalent to the standard of higher
grade pass (grade A to C) at GCEO-level, and these are the qualifying grades for entry to further education and training. The "A" level examination is the standard for entrance to university and other higher education, and to many forms of professional training.

In order to improve examination course and raise standards of performance, the Government decided to replace GCEO-level and CSE examination by a single qualification, the General Certificate of Secondary Education (GCSE): two-year course leading to the new qualifications were introduced in England, Wales and Northern Ireland in the autumn of 1986.

The Certificate of pre-vocational education, a new qualification awarded for the first time in 1986, is intended for those at school or college who wish to continue in full-time education for a year after the age of 16 to prepare either or work of vocational courses.

The public examination system in Scotland is different from that in other parts of Britain Scottish pupils take the Scottish Certificate of Education at ordinary grade at the end of their fourth year of secondary education. Pupils in the fifth and sixth
years sit for the SCE Higher grade, and passes at this grade are the basis for entry to university, college of education or professional training. *23

B.3.1.6.6 **Teacher Education**

B.3.1.6.6.1 **Teacher Education in England and Wales:**

LEAs or school governing bodies appoints teachers in State Schools in England and Wales. They must hold qualifications approved by the Department of Education. Almost all entrants to teach in state schools in England and Wales complete an approved course of teacher training. These courses are offered by University Departments of education as well as other higher education establishments. One of the two main qualifications is the four years Bachelor of Education (B.Ed.) Honours degree. The other is the successful completion of three-year degree course, topped up by a one-year Postgraduate certificate in England (PGCE) Course.

From 1995-96, the Teacher Training Agency, established by 1994 legislation, will finance initial teacher training courses, ensure
that national standards are met the promote teaching as a carrier. The Agency's objectives includes:

- Helping to raise teaching standards;

- Improving the quality and efficiency of all routes into the teaching profession; and

- Securing the improvement of schools in training courses.

In Wales the responsibility for the funding of initial teacher training will remain with the Higher Education Funding Council for Wales, which also be able to fund such training in schools. This Funding Council will also assume responsibility of accrediting institutions and schools providing courses.

B.3.1.6.6.2 School Teachers in Scotland

In Scotland all entrants to the teaching profession are graduate. New primary teachers qualify either through a four-year B.Ed course or a one-year postgraduate course at a higher education teacher-training institution. In addition, the University of Stirling
offers courses, which combine academic and professional training for intending primary and secondary teachers. Teachers of academic subjects at secondary school must hold a degree containing two passes in the subjects, which they wish to teach. Secondary teachers must undertake a one-year postgraduate training course. For music and technology four-year B.Ed. courses are also available, and for physical education all teachers take B.Ed. course. All the pre-service and major in-service courses provided by teacher-training institutions must be approved by the Scottish Office Education Department and validating body.

B.3.1.6.6.3 School Teachers in Northern Ireland

Queen’s University, in Belfast, the University of Ulster and two colleges of education, provides teacher training. The principal courses are B.Ed. Honours (Four Years) and one-year postgraduate certificate of education. Education and library boards have a statutory duty to ensure that teachers are equipped with the necessary skills to implement education reforms and the Northern Ireland School curriculum.
B.3.1.6.7  **Non-Formal and Adult Education**

Adult Education in U.K. owed its origin to the Nineteenth Century Industrial Revolution. With the industrialization process the occupation multiplied the employment potentials, improved the social mixing up increased the longitudinal and latitudinal mobility. The workers were to be trained and further trained for which Mechanics' Institutes were set up in the wake of the establishment of mills, mines, factories and workshops, which employed workers in large numbers. The Mechanics Institutes were intended to offer courses on the know-how of industries and machine operations etc. Such courses had, of course, to pay attention to the illiteracy of the workingmen as well. *24

It is becoming increasingly recognised that education is a process, which continues throughout adult life. The scope of adult and continuing education has widened in recent years and now includes in addition to the development of the individual through cultural, physical and craft pursuits, such subjects as basic education (in literacy and numeracy), consumer education, and health education. Continuing education also includes training for those in employment to enable them to keep pace with
technological changes. In 1982 government launched a Professional, Industrial and Commercial Updating Programme (PICUP), designed to help colleges, polytechnics and universities to meet the need to update and broaden the skills of those in mid-career in industry, commerce and the professions. *25

LEAs, the extramural departments of universities, and certain other bodies such as the Worker's Educational Association provide courses of adult and continuing education. Most of the Courses are part-time (day or evening), but a few are for short residential periods, and a very few are in publicly financed long-term residential colleges. A wide range of subject is on offer, from basic education (such as literacy) and examination courses in academic or vocational subjects to education in artistic or cultural pursuits. Fees are changed and are often expected to cover the full cost of the course. *26

B.3.1.6.7.1 ALBSU

The Adult Literacy and Basic Skills Unit (ALBSU) is concerned with adult literacy, numeracy and related basic skills in England and Wales. It provides consultancy and advisory services; funds
local development projects, including research; publishes materials for teachers and students; and organises and sponsors staff training. Government funding of ALBSU was worth over 3 million Pounds in 1994-95. *27

The Government also supports two programmes managed by ALBSU, one of which is aimed at parents with literacy difficulties and their children. The other is the Basic Skills at work programme, which helps unemployed people and those in work who cannot progress without improved skills.

B.3.2 **SCHOOL EDUCATION IN UNITED STATES OF AMERICA**

B.3.2.1 **Basic Facts about USA**

United States of America is a large country in size. It has an advantage of rich natural resources and is a nation of immigrants. The country has democratic ideals and education is treated as a State subject; Americans are the people who, meeting the constant danger and hardships, learned to solve empirically the real-life situations that faced them, and who developed a
flexibility and versatility of outlook and adoption to constantly changing circumstances that led them increasingly to discard traditional or outmoded behaviour of thought and ways of life; It has been rightly said that the Americans are engaged in an experiment in universal education which they think is the democratic way of life. The first requirement of American public education is that it must be democratic. Education must develop the child's whole personality; try to fit him adequately to fulfil his role in that democracy. The American people have always thought that it is duty of a free country to provide every citizen with general education. Education is necessary for turning out good citizens.

America is the country that realised at a very early stage that education is a factor of production and it contributes very significantly towards economic growth. That's why in U.S.A. education is given along with training in commercial and industrial subjects, to students so that every citizen may offer his creative cooperation in the progress of the country.

B.3.2.1.1 Physical features
The foremost nation in the Western Hemisphere in population and economic development, the United States of America is a Federal Republic comprising 50 states. It is often referred to simply as the United States and, colloquially, as America. The 48 contiguous States occupy the central one-third of the North American Continent, bounded on the west by the Pacific Ocean, on the north by Canada, on the east by the Atlantic Ocean, on the South by Mexico and arms of the Atlantic Pacific. The newest States, Alaska and Hawaii, lie at the North western extremity of the continent and in the mid-Pacific, respectively.

B.3.2.1.2 Area and Population

A nation of 9,529,063 sq. km., it encompasses several outlying territories (Puerto Rico and Virgin Islands, Hawaii and Pacific Islands, and Alaska) but is for the most part a compact territory extending about 3865 km. from the Atlantic to the Pacific Ocean, and 2576 km. from Canada in the north to Mexico in the south.

B.3.2.1.3 Population

Population of U.S.A. at the time of 1990 censes was as follows:
Table No. T-9

<table>
<thead>
<tr>
<th>Total Population</th>
<th>248,709,873</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2121,239,418</td>
</tr>
<tr>
<td>Female</td>
<td>127,470,455</td>
</tr>
<tr>
<td>White</td>
<td>199,686,70</td>
</tr>
<tr>
<td>Black</td>
<td>29,986,060</td>
</tr>
<tr>
<td>Other Races</td>
<td>19,037,743</td>
</tr>
</tbody>
</table>

B.3.2.1.4 Statistics on Education and Literacy

The Census Bureau estimates that in Nov. 1979 only 1m or 0.6 percent of the 170m. Persons who were in years of age or older were unable to read and write, in 1930 the percentage was 4.8. In 1940 a new category was established - the "functionally illiterate", meaning those who had completed fewer than 5 years of elementary schooling; for persons 25 year of age or over. This percentage was 1.9 in March 1994. The Bureau reported that in March 1994 the median years of school completed by all person
25 years old and over was 12.9 and that 22.2 Percent had completed 4 or more year of college.*28

B.3.2.1.5 **Structure of Government:**

The form of Government of the USA is based on the Constitution of 17 September 1787 and subsequent amendments. By the Constitution the Government of the nation is composed of three co-ordinate branches, the Executive, the Legislative and the Judicial. The United States Constitution sets up and defines a federal system of government in which certain powers are delegated to the national government and all other powers to the states. The national government consists of executive, legislative and judicial branches designed to check and balance each other, all inter related and overlapping, yet each quite distinct. The 5th Article mentions the procedure for making an amendment into the Constitution. Amending the Constitution requires a proposal by a two-thirds vote in Congress or by a national convention, followed by ratification by three fourths of the state legislatures or state conventions.

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B.3.2.1.5.1 Executive Branch

The Executive branch of the government is headed by the President, whose formal responsibilities include those of Chief executive, Treaty maker, Commander-in-Chief of the army, and Head of state. In practice, they have grown to include the drafting of legislation, the formation of foreign policy, personal diplomacy, and leadership of his political party. The members of the President's cabinet are called Secretaries.

B.3.2.1.5.2 Legislative Branch

The legislative branch of the government is the Congress, which has two houses: the Senate and the House of Representatives. Power granted to Congress under the Constitution include the power to levy taxes, borrow money regulate interstate commerce, declare war, seat members, discipline its own membership and determine its rules of procedure. The House of Representatives is chosen directly, by the electorate in each State, the number of representatives allotted to each State being based on population. They serve for a two-year period.
Each State elects two senators. Each terms of service is for six years, and terms are so arranged that one-third of the members are elected every two years. Treaties made by the president with other governments must be ratified by a two-thirds vote of the Senate.

B.3.2.1.5.3 **Judicial Branch**

The United States Supreme Courts, the third, or judicial branch of the government, interprets the meaning of the Constitution and of federal laws. It consists of nine justices (including the Chief Justice) appointed for life by the President with the consent of the Senate. It has appellate jurisdiction for the lower courts and from state courts of last resort if a federal question is involved. It has original jurisdiction over cases involving foreign ambassadors, ministers, consuls, and cases to which a state is a party.

B.3.2.1.5.4 **State Governments**

The governments of the 50 states have structures closely paralleling those of the federal government. Each State has a
governor, a legislature, and a judiciary. Each State has its own Constitution.

B.3.2.2 **Educational system in U.S.A.**

B.3.2.2.1 **Historical Prospective**

The general goals of education of a country are influenced by the history, geography and demography of a country and so is the case with U.S.A. Americans are the Western pilgrims, who are carrying along with them that great march of Arts, Sciences, and Industry which began long since in the east. The Americans were once scattered all over Europe; in U.S.A. they incorporated into one of the finest systems of population which has ever appeared, and which has become distinct by the power of the different climates they inhabit.

In 1642, the Massachusetts General Court passed the Massachusetts Bay Law establishing a precedent of local responsibility for education. This Act and the subsequent legislation of 1647, the Old Deluder Law, which called for the creation of local public school according to population size, were extended on a national scale in 1785 by the passage of Land
ordinances. Through these ordinances, the first Federal aid to education was given. In 1862, the Morrill Act was enacted to respond to the growing educational need for practical higher education in the areas of science, agriculture, and industrial training.

The next significant Federal initiative was the creation of the Office of Education in 1867. The education department was empowered to collect educational data and statistics, to disseminate information concerning education, and to encourage educational endeavours. In 1864, the Department of Education was relegated to bureau status and was transferred to the Department of the Interior. By 1930, the bureau was affiliated with the Federal Security Agency and later with the Department of Health, Education, and Welfare.

In 1917 a vocational education act called the Smith-Hughes Act of 1917, was passed to reorient local education programmes to meet the needs of changing labour markets. The continuing debates concerning an appropriate Federal role led to President Eisenhower's establishing a White House Conference on Education in 1954. The task force recommended that the Federal
Government should provide financial aid to State and local communities for educational purposes. It concluded that there was an appropriate role for the Federal Government in educational matters. The National Defence Education Act (NDEA) of 1958 was passed as a consequence of the widely held belief that the educational system was inadequate in mathematics, science and foreign language instruction. This belief was directly related to the successful launching to the Soviet Spacecraft, Sputnik. The passage of NDEA resulted in substantial increase in Federal aid to education. The next major educational act, the Elementary and Secondary Education Act (ESEA), was passed in 1965. Its passage signalled and unprecedented entry by the Federal Government into educational affairs. ESEA provided funds for educational R & D, for promoting educational innovation, and for assisting State agencies to establish their programmes.

With the passage of education legislation in the 1960's and 1970's, the role of the Federal Government in education is, generally speaking, five fold:

i. Promotion of equal opportunity as exemplified by ESEA, the Education Amendments of 1972, by grants and legislation for
the handicapped, by desegregation efforts and bilingual decisions, and by other;

ii. Innovation and stimulation of education reform through research grants, teacher training, vocational education, reading improvement programmes and others;

iii. Provision of grants in support of educational research the results of which could have broad applications in the Nation's schools;

iv. Promotion of educational preparation for employment, which can be traced to the Smith-Hughes Act of 1917. "The School's potential contribution to economic productivity was thus the first, and for a long time, the only expressed national interest in education; and

v. Provision of Limited Funding targeting specific needs areas such as planning grants for management purposes on the State level, equipment, and others.
The judiciary has also played a very key role in extending the influence of Federal Government in the field of education.

B.3.2.2.2 *Educational Administration*

Education is a state subject. Even this was declared through the 10th amendment declaring education to be a state and local responsibility. The omission of education from the Constitution has often been the focus of the debate concerning the extent of the Federal Government’s role in the educational system. Despite its absence, the leaders of the time repeatedly called for such a Federal role in education. Most of the proposals, however, were directed at higher education. According to the President Washington, a federal role was important for the three reasons: First, there was a desire to encourage a strictly American rather than European education. Secondly, he perceived that nationally sponsored education would eliminate sectional and local prejudices. And thirdly, as indicated in his Farewell Address, Washington considered "the promotion of political intelligence as a national safe-guard".
Historically, education has been considered state and local responsibility. But the Federal Government has been involved at all levels since the 1872 grant of public land to the States to establish the colleges of agriculture and mechanical arts. The U.S. Constitution contains no direct mention of education. One of the provisions of the Constitution that affects education indirectly is found in Article 1 establishing the powers of Congress-the legislative branch of the Federal Government Article 1. Section 8 is commonly called the general welfare clause. The general welfare clause of the Constitution has been used by the U.S. Supreme Court to allow expansion of the Federal role in education.

B.3.2.2.2.1 **Department of Education**

The Federal organization directly concerned with education is the Department of Education. The Department functions with the divisions and sections.

B.3.2.2.2.1.1 **Basic Functions of Education Department**
The basic function of the Department of Education has remained unchanged since its creation to collect and disseminate information and statistics on education. But under its mandate to promote the course of education and under specific legislation, the Department now has five other essential functions.

(i) Administering grants to the States according to the regulations and procedures established by the Office of Education;

(ii) Contracting with colleges, universities, States and private agencies for studies and research on educational problems;

(iii) Providing consultative services, largely to State departments of education, professional societies, colleges and universities, and other Federal departments, including international organisation;

(iv) Operating educational programmes under agreement and in cooperating with other Federal agencies; and

(v) Collecting educational information and dissemination in three broad categories: (a) vital statistics, sometimes tabular,
without comment or analysis, (b) reports containing statistics; and (c) publications not printed but otherwise duplicated.

State Government Administration

Responsibility for education of the State level lies in the hands of the State department of education, consisting of the State board of the education, the Chief State School Officer and the staff of the education department. The department of education has several responsibilities for providing education, at all levels. Curriculum, graduation requirements, teacher certification and working conditions, school financer, are among its more important responsibilities.

B.3.2.2.2.2 Private Schools Administration

About 11 per cent of enrolled children are in private schools. Catholic institutions mostly control the private schools. The private schools must meet the same basic standards as those set for public schools, but are free to add to the curriculum whatever else they wish and to choose their own teachers. A few of the
States grant financial aid to the sectarian school, but most of the States prohibit such aid.

B.3.2.2.3 **Financing of Education**

Public school revenues derive mainly from county and other local sources, largely in the form of real estate taxes and from state taxes, which comes to nearly 90 per cent. The rest is met out by the Federal Funds.

B.3.2.2.3 **General Structure of School Education**

Each of the States provides a system of free public schools covering Kindergarten plus 12 years. Though laws vary among the States. Schooling is generally compulsory from the age of 6 or 7 to 16. There are three structural patterns in common use; the K 8-4 plan, meaning Kindergarten plus 8 elementary grades followed by 4 high school grades; the K 6-3-3 plan, Kindergarten plus 6 elementary grades followed by a 3-year junior high school and a 3-year senior high School; 6-6 plan, Kindergarten plus 6
elementary grades follow by a 6-years high school. Thus for school education there are courses covering 12 years plus Kindergarten. All plans lead to high-schools graduation, usually at age 17 or 18 and vocational education is an integral part of secondary education.

B.3.2.2.3.1 Primary Education

"Elementary Education" is in vogue in U.S.A. to denote 'Primary education'. Education in the United States at elementary level is free and also compulsory. In general, youngster from seven to sixteen years of age must attend school, although the exact requirements vary from State to State. Ninety-nine per cent of all elementary school age children are enrolled in schools. The vast majority of these pupils attend public schools.

Despite early interest in education, public schools in America got off to a slow start. Though the "Old Deluder Satan' Act of 1647 required the establishment of elementary and secondary schools, various factors, however, delayed the actual development of public schools for almost two centuries. The factors responsible for the delay are: many people saw little practical value in
education; members of ethnic or religious factions feared that a public system of schools might threaten their identity, and the general reluctance to pay taxes to educate other people's children. Wealthy families sent their sons and daughter to private schools and consequently did not feel the need for publicly supported institutions. Gradually, however, the idea of free public education gained acceptance for the public schools and the first organisations, which could be recognized as public schools appeared in the early nineteenth century. Cincinnati founded its public schools system in 1825 and Chicago opened its first public school in 1830.

B.3.2.2.3.1.1 Early Childhood Education

The pre-primary education institutions (the nursery school and the Kindergarten) constitute so to speak the preliminary units of the "elementary school' and consequently it is considered more appropriate to speak of "early elementary education' or "early childhood education' than of "pre-primary education'. The Office of Education, a Federal agency founded in 1867 to promote and encourage educational development throughout the country, has given leadership to programmes of early childhood education and
has had on its staff specialists to help the States and local school
districts in the development of educational programme for young
children.

The nursery school is for children aged 3 to 5 years and the
Kindergarten for children aged 4 to 6 years; the term "primary
school" comprises the nursery school, the Kindergarten and the
first three grades of the elementary school; the term "elementary
school' usually embraces the education given in the nursery
school, the Kindergarten and the six or eight grades of the
elementary school (that is, children up to the age of 11 to 13
years).

The following are the different types of establishment for the
education of children aged from 3 to 6 years.

(i) The Kindergartens an establishment operated under public
or non-public auspices; and usually enrolling children 5
years elementary school. Some establishments admit
children at 4 years of age and keep them for two years. The
Kindergarten, now more than a hundred years old, was
established under private auspices and by 1870 certain
States had incorporated it in their education systems and today all States have Kindergarten;

(ii) The Nursery School; an establishment also public or non-public, enrolling prior to the Kindergarten, children 3 and 4 years old. It was introduced in the United States towards 1920. Originally child development centres, which were financed by private grants and were later, developed by means of federal funds

(iii) The Cooperative Nursery School of Cooperative Kindergarten; a nursery school or Kindergarten adopted to serve parents in guiding the education of children in a continuous group experience under a specially qualified teacher. Parents who participate in various ways administer the school;

(iv) The Nursery School and Kindergarten in a Child Development Laboratory; a child development centre operated by a college or university for the purpose of research, which later often enables new methods to be evolved and demonstrates how, in such fields as psychology,
education, home economy, sociology and medicine, and knowledge of human growth and behaviour is inter-related;

(v) The Play Group or Play School; a neighbourhood group meeting under a teacher, who guides the children's early socialising experience through play and learning is the essence of the play school;

(vi) The Nursery School and Kindergarten for Exceptional Children; a place for meeting specific physical, mental or social needs of special children which may assist in early diagnosis; and

(vii) The Guided Observation Nursery School/Kindergarten for parent Education; a place where parents bring their children for a morning and the children have a group experience with other children of the same age while the parents watch teachers guide their learning. Then follows a discussion with a parent education leader on aspects of child development.

As a great percentage of nursery schools and Kindergartens are under private auspices, it became necessary to establish
standards governing the organization of these establishments. Many States have a plan of state registration and accreditation and their State Departments of Education give consultant services and have responsibility for evaluating the quality of private and public nursery and Kindergartens.

B.3.2.2.3.2 Elementary Education

Elementary education is mainly a state responsibility. The period of elementary education is six or eight years. It is followed with six years by six-year secondary education or eight years by four-year secondary education.

The aims of elementary education are stated in the curricula. In United States educators think in terms of continuity of objectives throughout the entire programmes for education at all levels. However, specific goals are defined in the courses of study for each of the subject areas.

Despite the fact that curricula are worked out separately in the States and at the local level, the objectives set are basically the
same Nationwide: (i) to develop physical and mental health; (ii) to give moral training and education for citizenship; (iv) to impart basic knowledge and skills; (v) to develop intelligence and individual aptitudes; and (vi) to prepare for practical life.

Study guides or teacher’s guides usually contain suggestions, but no single method is prescribed. Emphasis is laid upon the need to adopt the method to the class and to the teaching situation. Flexibility and creativity on the part of the teachers are encouraged. Elementary and secondary education is mainly a state responsibility. Each State and the District of Columbia has a system of free public schools, established by law, with courses covering 12 years plus kindergarten. There are following structural patterns in common use:

B.3.2.2.3.2.1 **The K 8- 4 Plan**

Meaning Kindergarten plus 8 elementary grades followed by 4 high school grades;

B.3.2.2.3.2.2 **The K 6- 3- 3 Plan**
The Kindergarten plus 6 elementary grades followed by a 3- year junior school and a 3- year senior school;

B.3.2.2.3.2.3  **The K 5-3-4 Plan**

Kindergarten Plus 5 elementary grades followed by a 3- year middle school and 4- year high school.

All plans lead to high school graduation, usually at age 17 or 18. Vocational education is an integral part of secondary education. Some states also have 2-year colleges in which the education is provided at a normal cost. Each state has delegated

A large degree of control of the educational programme to local school districts (number of these were 14,881 in school year 1993-94), each with a Board of education selected locally and serving mostly without pay. The school policies of the local school districts must be in accord with the laws and the regulations differ from one jurisdiction to another, in general it may be said that school attendance is compulsory from age 7 to 16.

B.3.2.2.3.3  **Secondary Education**
Generally secondary level education is from grades 7 to 12. Pupils normally enter these grades at the age of 12 years and graduate at the age of 18 years. Some of the secondary schools enrol pupils from grades 9 to 12 and the age for entering and for graduating is respectively 14 and 18 years. There is no minimum or maximum age. About 90 per cent students go to support public schools, and 10 per cent attend schools, which are privately supported, most frequently by the Churches. The school systems are different in different States and are organized to provide schooling on a 6-3-3, 6-6 or 8-4 basis and therefore, the secondary schools are of four types: (a) the three-year junior high school; (b) the three-year senior high school; (c) the six-year secondary school; (d) four-year high school. The trend is towards an increase in the number of secondary schools organized on the 6-6 or 6-3-3 pattern.

Education is generally provided for all children upto the statutory age (mostly 16 years). By "all' is meant that no child is excluded for reasons of race, creed, colour or physical or mental ability. Secondary education is the responsibility of the States and each of the fifty States controls its own school system, delegating many controls to local school districts. Each local school district has its own educational philosophy in accordance with which its aims are determined. Guidance in regard to aims is also supplied by
regional associations, national subject matter organizations, and national educational organizations as well as by colleges, universities and the Office of Education. In U.S. Secondary education 'comprehensive high school' requires special mention. The comprehensive high school is a distinctive feature of American secondary education. It offers all types of special education, combined in the same school. All students take required core courses, such as English, social studies, science and mathematics and as electives they choose the course required to meet the needs of commercial, technical, agricultural or home economics training. James B. Connable, former President of Harvard University has said:

"The comprehensive school is characteristic of our society. It offers in one spot secondary education for almost all the high school children of one town or neighbourhood. It educates the boy who will be an atomic scientist and the girl who would marry at 18; the prospective captain of a ship and future captain of industry. It educates the bright and the not so bright. It provides good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish". In U.S.A. the most of the private elementary and secondary schools
are affiliated with religious denominations. In 1993-94 there were 7,114 Roman Catholic elementary schools with 1.86 m. pupils and 112,000 full or part time teachers.

Most of the secondary schools in U.S.A. are affiliated with religious denominations. In 1993-94 there were 1,231 Roman Catholic secondary schools with 585,000 pupils and 45,002 full and part time teachers.

Summary of statistics of regular schools (Public and Private) teachers and pupils for 1993-94 (compiled by the U.S. National Centre for Education Statistics), is as below:

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>No of School</th>
<th>Teachers (In 1000)</th>
<th>Enrolment (In 1000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>62,726</td>
<td>1,510</td>
<td>28,533</td>
</tr>
<tr>
<td>Private School</td>
<td>23,543</td>
<td>262</td>
<td>4,280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary School</th>
<th>No of School</th>
<th>Teachers</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>22,733</td>
<td>995</td>
<td>14,943</td>
</tr>
<tr>
<td>Private School</td>
<td>10,555</td>
<td>104</td>
<td>1,191</td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1,625</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>575</td>
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</tr>
<tr>
<td>11,189</td>
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<td></td>
</tr>
<tr>
<td>Private School</td>
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<td>2,007</td>
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<td>251</td>
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<tr>
<td>3,116</td>
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<td>Total</td>
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</tr>
<tr>
<td>123,189</td>
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<td></td>
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<tr>
<td>3,697</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>63,252</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: School with both elementary and secondary grade are counted twice, once with the elementary and once with secondary schools.

B.3.2.2.4 School Curriculum

Curricula and syllabys are left to the freedom of principals and teachers. States have the power to issue curricula but the responsibility is usually delegated to the local school authorities. Curricula and syllabi vary greatly from State to State and from place within States. These differences in curricula bear no relation to pupils' sex or to ethnical or denominational groupings, in all of which matters of freedom are protected. Supreme Court decisions have eliminated religious instruction from public schools, and have declared illegal segregated public schooling. The great differences in curricula are between small and large schools as well as between rural and urban ones.
There is no authority responsible at the national level for preparing syllabys; each State has the authority to impose observance of its recommendations concerning curricula. The board for education through superintendent of schools generally uses this authority.

The Local School Systems develop their own syllabuses with aid from State Department of Education, Universities etc. A Planning Council is constituted consisting of representatives from different groups such as teachers, city and county superintendents, curriculum consultants, parents teachers association etc.

Various ways have been adopted for achieving liaison between primary and secondary syllabuses. The Central Curriculum Planning Committees are composed of both elementary and secondary school representatives. The representatives of another level review curriculum prepared by the representatives at one level. Sometimes representatives of primary level serve on the committees of secondary level and vice versa. Similarly the requirements of higher education also affect the programme of the secondary schools to a considerable degree. In this way a continuum is maintained in the curriculum of the entire educational systems.
Secondary schools provide a core curriculum for the students of grades 7-9 and this provision is made to include all subject matter pertinent to the development of broad units of work. For other grades, syllabuses are developed subject by subject and in addition to the minimum subject objectives teachers provide educational experiences appropriate to the maturity level of the pupils.

Curricula are not built on a fixed pattern. Related subject matter is frequently grouped as social studies (Geography, History, and Civics), as language arts (reading and literature, handwriting, spelling, oral and written expression) and as arithmetic and science and as the arts.

For the most part curricula are suggestive rather than mandatory in some States. The law requires that certain subject-State history, for example- be taught in the school.

In the situation one may wonder how the student gets admission in another school of the same State or school of a different State in the event of transfer of his parents or due to some other reason when there is so much diversity in the curricula. The solution lies
in the fact that the receiving school usually accepts him, at least on a trial basis, at the grade level indicated by the records of the ending school, whether or nots the curricula of the two schools are exactly comparable; adjustments are made after studying child in the new situation. Since the curricula is not issued by a Federal Authority; the system is very decentralised and courses of study vary from State to State from community to community and to some extend from school to school. The education authorities of each State make available, curriculum guides for the use of local authorities, which develop their own curricula within the framework of state wise requirements. In the preparation of curricula the State Superintendent for Public Instruction appoints a committee consisting of members of the profession, businessmen, and community leaders. It includes teachers and administrators also. The concept of continuous curricula revision is generally accepted throughout the United States as essential to a dynamic education programme, which makes possible due consideration of changes in living condition. Curriculum research is carried out by a large number of institutions such as American Educational Research Association of the National Education Association; the U.S. office of Education; the State Departments of Education, the Local School Authorities; the national
Committees, the Professional Organisations; the Research Institutes; the Research Laboratories; the Institutions of Higher Education and the Independent Foundations etc.

B.3.2.2.5 Examination System

Examination, promotion and certification policies, concerning promotion from one grade or level of the system to the next depend on state or district decisions while the practice of holding students back to repeat a grade after unsatisfactory performance is not in common, the desire to maintain attendance and extend it through the high school years has in places resulted in widespread automatic promotion that is, moving and students along with those of their own age, especially at the elementary school level.

In public elementary and secondary schooling, local districts generally determine and maintain standards, but in view of recent growing concern over the quality of education, especially in high schools, the state involvement has new increasing. Acquisition of a high school diploma does not always require a formal examination but rather attendance and a satisfactory record of
school achievement as determined by the school or the district, subject to requirements. High school graduation is usually sufficient to ensure admission to state college through in some regions a qualifying examination may be necessary.

In the absence of any national public exam systems and of consistence among the exam system those states which do offer them, standards vary. Two private non-profit organisations are influential in this matter.

Recent years have seen a move towards setting state criteria for the high school diploma, generally in the form of minimum competency requirements. About 20 states currently assess the standards for high school graduation or have stated their intention of doing so, while another 10 or so implement this through local districts. Though federal activity has no formal authority in such matters, initiation of the National Assessment of Educational Progress a few years ago resulted in periodic announcement of average achievement levels in various subjects and grade levels by national sample of students. This serves to provide potential by influential performance criteria for the various assessment efforts at state and local levels. *29
B.3.2.2.6 **Teacher Education**

In 17th century, the missionaries in U.S.A. based on their European experience started seminars for schoolmasters. The first pedagogical seminar was opened at Kathleen in 1619; one in 1684 followed it at Rehems. Another seminar was held in 1696 at Hulk. The beginning of professional teacher training was made in the 19th century by opening of Normal schools. In the 20th century setting up of colleges and university departments for teacher training has brought out most of the reforms in teacher education. There are four types of teacher education institutions in U.S.A.

B.3.2.2.6.1 **Normal schools:**

The first Normal school was established in the Year 1823 by Samuel at Concord, Vermont followed by James in 1827 at Lancaster, Massachusetts.

In the beginning, the training was of one year for elementary school teachers, then the course was changed to two and then three years, then the schools became the teacher' colleges and
offered a four-year course leading to Bachelor's degree and now leading to a Master's degree in education.

B.3.2.2.6.2 Teachers' Colleges:

As a result of the improvement of professional courses and need for secondary school teachers, the normal schools have been changed over the teachers' and awarded degrees from two to four, or in some cases five years. Some of the colleges award Master's and Doctoral Degrees too. The teaching programme includes general education, professional education in teaching, practice in teaching, specialisation in the field of teaching.

B.3.2.2.6.3 Departments of Education:

As result of expansion of school education, some arts colleges added a department of education for the preparation of adequate number of teachers. Some of the universities have also departments of education. University of Law was first to start the Department of education in 1873. These departments do
research in methods of teaching and provide advance courses for teachers and educational administrators; and

B.3.2.6.4 Schools or Colleges of Education:

Most of the universities have established schools or colleges of education. In such institutions students are accepted from the first year and they pursue general course for B.A. degree along with the courses in education, which includes some hour for practice of skill in teaching. Michigan University was the first to make such arrangements. At the end of course the students are awarded B.A., M.A., Ph.D. or D.Ed. degree depending upon the duration of the courses attended and examinations passed.

B.3.2.2.7 Adult and Non-Formal Education

Non-formal education in the United States presents a bewildering array of different activities for adults. It is provided by public and private agencies, by employers and labour unions, by profit making individuals and religious and secular philanthropic
groups as well as by schools and colleges in their extension or continuing education programmes for adults. They cover such activities as adult basic education (for literacy, and high school equivalence), post secondary (non-collegiate studies, business and consumer education, as well as a range of hobby, craft, artistic and recreational activities. Estimates of the number of persons involved in such lifelong learning activities are uncertain. A federal study found that 7,500 firms with over 500 employees spent US $2 billion on direct personnel training and development activities in 1975. The Civil Service Commission reported half a million workers involved in some kind of education at an annual cost US $ 125 million. But these figures represent only a small proportion of the numbers and kind of non-formal education.

The reason for this vague picture of adult education can be found in the following:

1. The development has been largely invisible, partly because the education of adults is not considered a Central Part of society's educational venture;
2. Most of the adult education is sponsored by the non-educational organisations—churches, business; industries; community groups, voluntary associations, and government (including military);

3. The instructions provided by these organisations are usually intended to further their own distinctive aims rather than to be a public educational service;

4. Discrepancies between criteria of adulthood—a large proportion of college students both graduate and undergraduate, are married, have children and are in part self-supporting; and

5. The use formal educational institutions as in-service training agencies for the professionals.

Therefore, it can be said that the distinction between the nonformal education for adults and formal education has become ambiguous in U.S.A. In the United States, adult education has first roots extending back several hundred years. The best-known organisations being the men's clubs organised by Benjamin Franklin in 1727 for discussion of ideas and current events. By the 1830's there were hundreds of subscription
libraries, reading rooms, debating clubs and other lecture services directed towards the education of adults. The first public evening school was established in 1810, followed by New York City in 1833 and in the West, San Francisco in 1856 in Cincinnati.

**Concluding Remark**

Education system in India has undergone sea change in its journey from Gurukuls to open schools. These two educational systems present two extremes. In ancient Gurukul system the disciple was obliged to stay in the Gurukul continuously for a number of years before the completion of studies. On the contrary, in the modern open school system the student is seldom required to stay on the premises of the school. In between the two extremes, the system of education gradually adopted variety of patterns during Mughal, British and Post Independence period. While different patterns and structures of education, ranging from Gurukul to open school are based on the need of the day and requirements of the society, it is an accepted fact that the education system of modern times necessitates more use of libraries. Educational experts and Administrators in our country have paid due attention towards the necessity for setting up
library in each of Senior Secondary School. Delhi School Education Act 1973 have a distinct provision to the effect the library is an important component for granting recognition to a Senior Secondary School. Most of the states adopt the similar pattern. In the Chapter-D, details of such provisions and recommendations, made my different Committees and Commissions have been discussed in detail.

The broad outlines of pattern and structure of School Education in India, U.K. and U.S.A. have been presented in the forgoing pages. The facts presented therein reveal the concern of the Central as well as State governments for educating the teeming millions.
References


