

**BLOCK- V**  
**EDUCATION IN GERMANY**

**Unit 1 : National Education System of Germany**

**Unit 2 : Pattern of Administration: Primary and  
Secondary Education**

**Unit 3 : Pattern of Administration: Higher and Teacher  
Education**

**Unit 4 : A Comparative Analysis with India**

## UNIT-1

### NATIONAL EDUCATION SYSTEM OF GERMANY

#### Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Historical background of Germany
- 1.3 National Educational System of Germany
- 1.4 Summing Up
- 1.5 Questions and Exercises
- 1.6 References and Suggested Readings

#### 1.0 Introduction:

Germany has one of the world's best and most extensive school and university systems at present. On the whole the countries varied and multifaceted education system addresses well the needs of a population with different potentials and abilities. It has seen many wars and dictatorship rules of Napoleon and Hitler. The changes in political scenario have also lead to changes in the education system. The education system has tasted the political ideology of Fascism to the present democracy.

The present structure of education gives utmost importance to all the children irrespective of their potentialities. Education in Germany provides free and compulsory primary education at one hand and on the other it provides ample scope for diversified course of study in secondary level. It has also wide ranging scope for higher education which helps the child to upgrade according to his own requirement. Furthermore the education of Germany comes under the constitutional jurisdiction and state government.

#### 1.1 Objectives:

After going through the unit you will be able to—

- *understand* the historical background of Germany,
- *describe* the national Educational System of Germany.

## 1.2 Historical Background of Germany:

Before we begin with the education system of Germany it is of utmost importance that we know about the historical background of the country. We have to understand how the education system have survive the World Wars and the rise and fall of Hitler, and the separation of Germany into two parts and later in 1900's unified into one as we all know today.

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

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

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

The defeat of Prussia by France led to a reform of education by the Berlin scholar Wilhelm Von Humboldt (1767-1835). His reforms in secondary schools have shaped the German education system to the present day. He required university-level training for high school teachers and modernized the structure and curriculum of the *Gymnasium*, the preparatory school. He also proposed an orientation phase after the *Gymnasium* and a qualifying examination known as the *Abitur* for university admission. In 1810 Humboldt founded the university in Berlin that now bears his name. Humboldt also introduced the three principles that guided German universities until the 1960s: academic freedom, the unity of teaching and research, and self-government by the professors. Also of much influence in education, both within Germany and abroad, was Friedrich Froebel's development of the kindergarten in 1837.

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

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

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

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

Despite the different educational policies implemented by the two Germanys between 1945 and 1990, both systems regarded education as a constitutional right and a public responsibility, emphasized the importance

of a broad general education , taught vocational education through the so-called dual system that combined classroom instruction with on-the-job training, required students to pass the *Abitur* examination before beginning university studies, and were committed to Humboldt’s concept of university students’ becoming educated by doing research.

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### 1.3 National Educational System of Germany:

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

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

GRADE				AGE				
13	<i>(in some, but not all Länder)</i>			19				
12	Berufsschule <i>(Apprenticeship - combines work and classes)</i>	Berufsfachschule <i>(Vocational Training)</i>	Fach- ober- schule	18	University and college preparatory classes in Gymnasium and some Gesamtschulen			
11								17
10	Vocational Training <i>(full or part-time classes)</i>			16	Secondary School <b>(Second Phase)</b>			
				15				
	Hauptschule students usually graduate after 9 years. Realschule students graduate after 10 years.			16				
10	Hauptschule <i>(Some schools have a 10th year)</i>	Realschule	Gymnasium	Gesamtschule <i>Comprehensive School (may combine elements of other 3 schools)</i>	15	Secondary School <b>(First Phase)</b>		
9					14			
8	Orientation Stage			13				
7				12				
6				11	Primary/Elementary School			
5				10				
4	Grundschule <i>Primary/Elementary School (in the States of Berlin and Brandenburg extends through Grade 6)</i>			9				
3				8				
2				7	Pre-school			
1				6				
	Kindergarten			5				
				4				
				3				

**(A) Early Childhood Education and Care:**

Early childhood education is provided by institutions catering for children from a few months to six years, the age at which they usually start school. These institutions are either assigned to the early childhood or the primary sector according to the particular Land. Attendance is usually voluntary.

**(B) Primary Education:**

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

**(C) Secondary Education:**

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

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

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

**(D) Tertiary Education/Higher Education:**

The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a

profession to students who have completed the upper secondary level and obtained a higher education entrance qualification.

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

**(E) Continuing Education:**

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

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

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**STOP TO CONSIDER**

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

The education system in the Federal Republic of Germany is divided into Early childhood education, Primary education, Secondary education, Tertiary education and Continuing education.

**CHECK YOUR PROGRESS**

**Que. 1:** Sketch the national pattern of education of Germany?

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**1.4 Summing Up:**

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

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

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

**1.5 Questions and Exercises:**

1. Discuss the historical background of Germany’s education system?
2. “In spite of being under dictatorship of two rulers and wars, at present Germany have one of the world best education system.” Elaborate?



## 1.6 References and Suggested Readings:

- [www.istp2016.org](http://www.istp2016.org), dossier en ebook 2014: *The Education System in the Federal Republic of Germany 2011/2012*; A description of the responsibilities, structures and developments in education policy for the exchange of information in Europe
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## UNIT-2

### PATTERN OF ADMINISTRATION: PRIMARY AND SECONDARY EDUCATION

#### Unit Structure:

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Administration of Germany Education System
- 2.3 Financing of Education in Germany
- 2.4 Primary Education in Germany
- 2.5 Secondary Education of Germany
- 2.6 Summing Up
- 2.7 Questions and Exercises
- 2.8 References and Suggested Readings

#### 2.0 Introduction:

Germany has one of the world's best and most extensive school and university systems at present. The present structure of education gives utmost importance to all the children irrespective of their potentialities. Education in Germany provides free and compulsory primary education at one hand and on the other it provides ample scope for diversified course of study in secondary level. Let us discuss and understand the administrative pattern of German's education system and primary and secondary education.

#### 2.1 Objectives:

After going through this unit you will be able to —

- *know* the pattern of administration in Germany,
- *understand* the financing of Education in Germany,
- *analyse* the primary Education of Germany,
- *describe* the secondary education of Germany.

## 2.2 Administration of Germany Education System:

- **National Level:**

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

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

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

- **State Level Administration**

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

Each is headed by a minister of education. Again the organization of ministries differ from state to state but each one usually has main division for each level of education under its control and a division or section

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concerned with general administration, personnel, school building and other technical matters. The Ministries of Education, Cultural Affairs and the Ministries of Science in the Lander is the highest authorities of the land which is responsible for education, science and cultural. The area of its jurisdiction generally includes schools, higher education, libraries, archives, adult education, arts and cultural in general, relations between the state and religious or ideological communities, the preservation of monuments and sites. The Ministries of education, cultural affairs and science develop policy guidelines in the field of education, science and arts. They also adopt legal provisions and administrative regulations in cooperation with the highest authorities at the national and Lander (state) level.

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

- **Local Administration:**

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

### **2.3 Financing of Education in Germany:**

The financing of education in Germany is from the public sector. Most of the educational institutions are maintained by public authorities. The institutions basically receive their fund from public budgets as allotted by the administration. The public financing arrangements for the education

system are the result of decision- making processes in the political and administrative system. The administration of Germany is three tier, consisting Federation, Lander and Local authorities. Decisions on the financing of education are taken at these three levels however, 90% of public expenditure is provided by the Lander and local authorities.

## **2.4 Primary Education in Germany:**

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

- **General Objective of Primary Education in Germany:**

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

- i. To adapt to the forms and contents of teaching programme in a systematic way according to individual capabilities and interest.

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- ii. To develop general improvement of linguistic competency.
- iii. To understand and have basic knowledge of mathematical and scientific concepts.
- iv. To develop their psycho-motor skills and social behaviour.
- v. To develop independent thinking, learning and working.
- vi. To acquire knowledge about the experiences of the world around them.
- vii. To provide experiences of interacting with other people.
- viii. To prepare the students for the secondary level of schooling as well as lifelong learning.

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

Lessons at primary school focus on 3R's reading, writing and arithmetic. The subjects taught are German, mathematics, art, music, sport and religious instruction. Subjects like drama, art and handicrafts are often brought together to give a lively environment. Foreign language is taught in this primary stage. It focuses on linguistic development, mathematical education, media education, aesthetic education, movement education, environment and health etc. Children from this early stage were taught democratic education to strengthen the foundation of democracy.

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

### **STOP TO CONSIDER**

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

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### **2.5 Secondary Education of Germany:**

Secondary education system in Germany is divided into two levels- junior/lower secondary education and senior/upper secondary education. Lower secondary level, which comprises the course of education from grades 5/7 to 9/10 of school, and upper secondary level which comprises all the courses of education that build on the foundation laid in the lower secondary level. Secondary level education includes courses offering general education, a combination of general and vocational education. On completion of primary education, students between the age of 10-16 attend one of the following types of secondary schools- the Hauptschule, the Realschule, The Gymnasium, the Gesamtschule. Lower secondary level covers the age group of pupils between 10 and 15/16 years old and upper secondary level pupils between 15/16 and 18/19 years old.

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

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

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- **General Objectives of Secondary Education:**

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

**(a) General objectives of lower secondary education are as follows:**

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

**(b) General objectives of upper secondary education are as follows:**

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

**(c) General objectives of vocational schools in upper secondary level are as follows:**

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



- **Types of institutions at Lower Secondary Schools:**

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

- a) **Hauptschule:** Hauptschule provides students with basic general education which enables them to continue their education in the courses of vocational and higher education normally it covers grade 5-9. However, it also includes grade 10 in case of 10 years of compulsory full time education. School attendance is compulsory for the pupils in Hauptschule. Subjects such as German, foreign language (usually English), mathematics, physics, chemistry, biology, geography, history, social studies, music, art, sports, religious education are included in Hauptschule. Pre vocational studies also known as economic work technology also included along with domestic science, economics and other work related subjects for orientation towards professional practices and skill development.
- b) **Realschule:** Realschule covers the grade from 5-10. It provide pupil with more extensive general education which enables them according to their preference and performance through specialization to continue their education in course leading to vocational qualification and in courses leading to higher education. The subjects taught at Realschule includes German, one foreign language, mathematics, physics, chemistry, biology, geography, history, politics, music, art, sport and religious education. In addition to compulsory courses they are also required to take compulsory electives from grade 7-8, another foreign language, short hand, word processing, book keeping, etc.
- c) **Gymnasium:** Gymnasium provides intensified general education and comprises both the lower and upper secondary level and covers grade from 5-12. Apart from this there are special types of gymnasium into which Hauptschule and Realschule pupils can transfer from grade 6-7. The main subjects taught are German, at least two foreign languages, mathematics physics, chemistry, biology,

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geography, history, politics, music, art, sports and religious education.

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

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

- **Types of institution and organization of upper Secondary Education:**

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

- a) **Gymnasiale oberstufe:** The Gymnasiale oberstufe is divided up into a one-year introductory phase and a two year qualification phase. Grade 10 may have a dual function as the final year of schooling in lower secondary education and the first year of schooling in the Gymnasiale oberstufe. The curriculum includes religious education and sport, German, foreign language, mathematics and physical science, history etc. However, the subjects taught are in accordance with the uniform examination standard. They focus on basic level of academic standards and courses at an increased level of academic standards. The pupils acquired school

leaving certificate at the end of the upper secondary level courses of education.

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- b) Berufsfachschule:** Berufsfachschule are full time schools that introduce their pupils to one or several occupations by providing them training in vocational education and training. The subjects includes are business occupation, occupation involving foreign trade, trade and technical occupation, craft industry occupation, social work related occupations, health sectors etc. The duration of training at Berufsfachschule varies from one to three years.
- c) Fachoberschule:** The Fachoberschule basically focuses in pupils with general and specialized theoretical and practical knowledge and skills and leads up to the next higher education entrance qualification. It covers grade 11 and 12. This type of institution divide the curriculum into business and administration, technology, health, social-work, design, nutrition and home economics, agricultural and bio engineering on the one hand and German, foreign language, mathematics, natural sciences, economics on the other.
- d) Berufliches Gymnasium:** This type of school exists in some Lander and provides career oriented specializations. It comprises a three year course of education. These schools provide career oriented subjects like business, technology, professional computer science, nutrition. It also provides general subjects health and social studies for those who desire to taken up as the second intensified course.
- e) Berufsoberschule:** Berufsoberschule provides two years of full time education and is equivalent to the general and vocational education. The attendance of this institute is not strict and is only part-time basis for correspondingly longer period. The subjects covers are specialization in technology, economy, and management, nutrition, health and social professions, design as well as agricultural economy etc.,.

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**STOP TO CONSIDER**

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

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

**CHECK YOUR PROGRESS**

**Que. 1:** Write any two general objectives of primary education in Germany?

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**Que. 2:** Write any two of each general objectives of lower secondary schools and upper secondary school in Germany?

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**2.6 Summing Up:**

**Administration:**

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

**Financing of Education in Germany:**

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

**Primary School in Germany:**

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

**Secondary Education system in Germany:**

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

**2.7 Questions and Exercises:**

1. Elaborate the administrative pattern of education in Germany?
2. Discuss the administrative pattern of primary education in Germany?
3. Discuss the aims of secondary education in Germany? Explain the types of institution and organization of upper secondary education

## 2.8 References and Suggested Readings:

- [www.istp2016.org](http://www.istp2016.org), dossier en ebook 2014: *The Education System in the Federal Republic of Germany 2011/2012*; A description of the responsibilities, structures and developments in education policy for the exchange of information in Europe
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## UNIT- 3

### PATTERN OF ADMINISTRATION: HIGHER AND TEACHER EDUCATION

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#### Unit Structure:

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Pattern of Administration and Financing
- 3.3 Higher Education of Germany
- 3.4 Teacher Education of Germany
  - 3.4.1 Curriculum, Special Skills, Specialization
  - 3.4.2 Alternative Training Pathways
- 3.5 Summing Up
- 3.6 Questions and Exercises
- 3.7 References and Suggested Readings

#### 3.0 Introduction:

Before you study about the higher education and teacher education in Germany, you need to understand about the historical backdrop of higher education in Germany. Wilhelm von Humboldt (1767-1835) founded the Berlin University in 1810. He insisted that universities should promote both research and teaching and advocated academic freedom, liberating professors from the demand that they submit their lectures for church or state approval and not deviate from the written text. Humboldt insisted that universities must be autonomous, free of political or religious interference, a goal that was not realized for many more decades. Humboldt also introduced less formal instructional settings, seminars, and laboratory sessions.

At the end of World War II, West Germany contained 16 universities and 14 technical colleges. *Fachhochschulen*, offering higher professional training in engineering and scientific fields, appeared in West Germany in the late 1960s. They offer instruction in fields such as business administration, engineering, agriculture, social work, or design. The period of study is usually shorter than at a university and culminates in the award of a *Diploma*.

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In East Germany, the research function was transferred from universities to institutes and academies, such as the prestigious Academy of Sciences in Berlin. Both research and academic freedom came under the scrutiny of the Socialist Unity Party in the German Democratic Republic. Many administrators and senior faculty belonged to the Party, and Free German Youth groups existed on all campuses, exercising some control over student access and activities. At the time of unification, East Germany counted 54 institutions of higher education, among them 8 universities and 5 technical colleges. While their physical facilities were often outdated, and laboratory and computer equipment inadequate, these institutions enjoyed a favorable faculty-to-student ratio, with a stronger emphasis on teaching and learning than on research. Since unification, many institutions have been amalgamated and faculties combined or reduced in the East. New universities have been founded at Erfurt, Potsdam, and Frankfurt an der Oder, and new technical colleges at Cottbus and Chemnitz. Over a three-year period, departments of history, social studies, law, and Marxism-Leninism were disbanded and professors' qualifications and personal integrity were examined. New faculty positions were established in the humanities, legal studies, economics, business, and education.

New universities were founded in West Germany throughout the 1970s and 1980s when the population of university students doubled (from a half-million to around 1 million). However, facilities were not expanded to meet the demand. This was because demographers had predicted lower enrollments in the 1980s based on the low birthrates following the advent of oral contraceptives in the early 1960s. Despite these predictions, large numbers of students sought admission to higher education, especially in fields such as computer science, engineering, and business. Expectations that students would complete their studies more expeditiously and leave universities sooner also failed to materialize. In 2000 around one-third of united Germany's young people chose to study at a university or specialized college, and enrollment has remained around 1.8 million.



### STOP TO CONSIDER

The largest universities are Munich, followed by Berlin's Free University, and the universities in Cologne, Münster, Hamburg, and Frankfurt am Main. The 1980s and 1990s witnessed steady increases in the proportion of students from working class families (now around 15 percent), the proportion of students from immigrant families, and the proportion of women (40 percent in the West and 46 percent in the East) pursuing higher education.

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### 3.1 Objectives:

After going through the unit you will be able to—

- *know* the pattern of administration and financing in Higher Education and Teacher Education in Germany,
- *analyse* the higher education of Germany,
- *describe* the teacher education of Germany.

### 3.2 Pattern of Administration and Financing:

Universities and technical colleges are generally administered by a rector or president, and supported by deans and faculty hierarchies. Governance is shared with an assembly or senate comprised of university faculty. Once restricted to professors holding a university chair, these groups now usually include representatives from other faculty ranks.

#### ❖ **National level:**

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

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In higher education, the Lander share responsibility with federal government. The federal government, for example, oversees vocational education and training, a very important component of Germany's system of education. In addition, the federal government also has passed framework laws on general principle of higher education. However, the federal government has no power to reform higher education institutions; this power remains a prerogative of the Lander.

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

With respect to higher education, the federal government provides 65 percent of financial aid to students (BAFöG) and contributes to funding for college and university construction, staffing, and special promotions, such as increasing the numbers of women faculty. However, the states pay 92 percent of higher education costs. About three-fourths of the funding for research comes from the federal government. Adult education funding is shared about equally by the federal, state, and local governments. In 1996 public spending for schools and higher education totaled approximately 159.2 billion DM or about eighty billion U.S. dollars.

The Federal Ministry of Education, Science, Research, and Technology funds educational research (overseen by a joint federal and state council) into topics such as the integration of technology in schools, the role of ecology in the curriculum, and the development of girls and women. The *Wissenschaftsrat* (science council) located in Cologne was established in 1958 to coordinate science and research at the federal and state levels. It makes recommendations on university staffing, finances, and courses of study and played a key role in the reform of East German universities after unification. At that time it had 39 members, and, with additional representatives from East Germany, it now has 54. Members of this highly prestigious council are appointed by the federal president upon recommendation by the Max Planck Society, the University Rectors Conference, and the *Deutsche Forschungsgemeinschaft*. During its first 40 years, only 6 of its members have been women.

The University of Bochum includes a prominent Research Center for Comparative Educational Studies and, since the early 1990s; the University of Marburg has had a center for studies on European developments in education. The Max Planck Institute of Educational Research, established in Berlin in 1963, has worked since unification to analyze East German social networks, in addition to its more general research interests such as psychology and human development, educational development, schools, and teaching. The oldest institution researching international non-university education is the German Institute of International Educational Research at Frankfurt. This organization also assumed responsibility for the former East German Central Educational Library in Berlin, an institution dating back to 1875, now known as the Library for Research into the History of Education. A variety of both federal and state institutes also conduct research in such areas as curriculum development, the effectiveness of comprehensive schools, cooperation between schools, and teaching and learning.

The *Deutsche Forschungsgemeinschaft* (German Research Association), the Volkswagen Foundation, and churches also support specific projects in the area of educational research. Recommendations from the late 1990s would strengthen links between the traditionally independent Max Planck Institute and universities and urge that organization to focus its research efforts on the latest developments in science. The *Deutsche Forschungsgemeinschaft* has a somewhat restrictive peer review process to award grant funding and has been urged to open its review panels to younger researchers and to include more women. Germany ranks seventh among industrialized nations in the proportion of gross domestic product spent on research and development. In Germany as everywhere else, recent years have seen tighter budgets and greater reluctance to fund schools fully. The country taxes its wealthiest citizens at about half their income, in part to defray the high costs of unification.

### 3.3 Higher Education in Germany:

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

#### **A) General objectives of Higher Education:**

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

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

#### **B) Types of Higher Education:**

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

##### **a) Universities and Equivalent Institutions of higher education:**

The institutions that specialized in natural and engineering sciences and institution offering theological studies enjoys the status of university. These institutes offer wide range of subjects like Languages, the humanities, sport, law, economics and social sciences, natural sciences, medicine, agronomy, forestry, science and engineering science. Admission to any course of study at universities and equivalent higher education institutions generally requires passing the public examination. The method of teaching is quite innovative and learner centric. Seminars, practical exercises, work placement and study trips are extensively used to impart knowledge. The main function of these lectures is to impart general

and basic knowledge about the various fields of study. The seminar offers an opportunity to deal in depth with more narrowly defined topic. Practical exercises and practical provide opportunities to develop the theoretical knowledge gained through practical aspects.

- b) College of Art and Music:** College of art and music offer courses of studies in the visual, design and performing arts as well as in the areas of film, television and media and subjects related to music. These institutions also offer theoretical discipline in fine arts, art history, musicology; history and teaching of music, media and communication studies etc. Students must clear the public examination before getting admission in these institutions. Further these students must also qualify the artistic aptitude test. The students are supervised by a member of the teaching staff in groups.
- c) Fachhochschulen:** Fachhochschulen were introduced with specific characteristics of practical oriented education who apart from gaining academic knowledge also acquired professional experiences. These institution offers continuing and vocational education. It provides vocational education training in agricultural economy, design, technology, business and social work. Apart from these, they also offer courses in engineering sciences, economics, public administration, law, natural sciences, information and communication, nursing etc. These institutes include practical oriented training and teach through lectures, seminars, practical exercises, work placement and study trips in small groups.

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### STOP TO CONSIDER

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

### 3.4 Teacher Education in Germany:

In 1990 the nationwide Conference of State Ministers of Education established new standards for teacher education. Those planning to teach in elementary and general secondary schools must study for at three or four years - depending on their state - at the university; those destined for the *Realschule*, *Gymnasium*, vocational schools, or special schools study for five years. Teachers at the elementary level and those in the secondary general school (*Hauptschule*) may study at one of the country's Colleges of Education (*Pädagogische Hochschulen*). In recent years the trend has been to incorporate these institutions into universities, except for Baden-Württemberg, Schleswig-Holstein, and Saxony-Anhalt, where they remain separate. Teachers at the elementary and general secondary schools are required to specialize in German, mathematics, and an additional subject. Those planning to teach in the *Realschule*, *Gymnasium*, or special schools usually specialize in at least two subjects, with relatively less training in pedagogy.

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

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

All prospective teachers take a qualifying examination after university study, followed by two years of supervised practice teaching (the *Referendariat*), and then a second state examination. Teachers in vocational schools must have completed an apprenticeship in addition to

their academic training. Requirements for teacher education differ among the 16 federal states in length of study, number of specialty subjects, periods of practical experience, and the type of school where one wishes to teach.

After a three-year probationary period, during which they are further supervised and evaluated, teachers apply to the regional district office for employment. Since 1872 public school teachers in the West have enjoyed lifetime tenure as *Beamtenstatus* (civil servants), a privilege opposed by the Social Democrats. After unification, veteran East German teachers were required to re-apply for their positions and undergo two years of observation and evaluation before receiving the status of *Angestellte* (salaried employees). Since citizens of other countries belonging to the European Union can also work in Germany, they may become salaried employees, but not civil servants, a rank open only to German citizens. Teachers in the *Gymnasium* become eligible for promotion to *Studienrat* (study advisor) and *Oberstudienrat* (head study advisor) and then to assistant principal and principal.

### **3.4.1 Curriculum, Special Skills, Specialization:**

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

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

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

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

#### **3.4.2 Alternative Training Pathways:**

In some Lands, the reform of teacher training is to include the implementation of the consecutive structure of study courses with Bachelor's and Master's degrees (BA/MA) which was introduced in Germany. The revised structure comprises university studies as well as the preparatory service which is reduced to 12 months due to the crediting of practical pedagogic training. Periods of practical training are integrated into the courses of study, whereas the duration of the periods reserved for academic training should remain the same. A three-year Bachelor's course of study in two relevant specialized subject areas and in educational science was included. Students receive training for a particular type of school and general training independent of a particular type of school. For students who have successfully completed the Bachelor's course of study, a Master's study course with contents related to a particular type of school is offered. The duration of the course is 1 year for the teaching career at Grundschule, Hauptschule and Realschule; 2 years for the teaching careers at the Gymnasium and at vocational schools



**CHECK YOUR PROGRESS**

**Que. 1:** Discuss the structure of Teacher Education in Germany?

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**Que. 2:** Discuss the features of Higher Education in Germany.

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**Que. 3:** What is the status of university education in Germany?

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**3.5 Summing Up:**

**Higher Education in Germany:**

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

**Teacher Education in Germany:**

- Teacher Education in Germany is regulated by the Lander legislation through study regulation for all types of schools.
- The six types of teaching careers can be classified:

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

**3.6 Questions and Exercises:**

1. Discuss the historical background of Germany's higher education? Elaborate the administrative pattern of higher education?
2. Discuss the curriculum, special skills and specialization of teacher's education along with the alternative training pathway?

**3.7 References and Suggested Readings:**

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## UNIT- 4

### A COMPARATIVE ANALYSIS WITH INDIA

#### **Unit Structure:**

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Comparative Study of Educational Administration of India and Germany
- 4.3 Comparative Study of Primary Education of India and Germany
- 4.4 Comparative Study of Secondary Education of India and Germany
- 4.5 Comparative Study of Higher Education of India and Germany
- 4.6 Summing Up
- 4.7 Questions and Exercises
- 4.8 References and Suggested Readings

#### **4.0 Introduction:**

India is divided into 28 states and 9 Union Territories. The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject — that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in 1976 so that education now comes in the so called concurrent list. That is, school education policies and programmes are suggested at the national level by the GOI though the State Governments have a lot of freedom in implementing programmes. Policies are announced at the national level periodically. The Central Advisory Board of Education (CABE), set up in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programmes. The constitutional provisions in India favours decentralization, yet the educational administration here is a mixture

of centralization and decentralization. Education is the joint responsibility of States and the Centre. It has been developed to manage education at different levels viz. Centre, State, District, Block and Village level (Panchayat level). The Indian government is quasi federal in nature. The union government and the state government together are responsible for the development of education in the country.

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#### **4.1 Objectives:**

After going through the unit you will be able to –

- *compare* the educational administration of India and Germany,
- *compare* the primary education of India and Germany,
- *compare* the secondary education of India and Germany,
- *compare* the higher education of India and Germany.

#### **4.2 Comparative Study of Educational Administration of India and Germany:**

##### **(a) Constitutional Provisions and Administration of Education System in India**

Ministry of Human Resource Development (MHRD) is the main governing agency of Government of India at central level it was renamed from Ministry of Education in 1985. It is responsible for all matters pertaining to education including overall planning of programmes and providing guidance for their implementation. This ministry is responsible for educational development of the country. The ministry has two departments namely Department of School Education and Literacy and Department of Higher Education.

Education is the entry or subject of the Concurrent list (no.25) of the Seventh Schedule (Article-246) of the Constitution of India. Vide The Constitution (Forty Second) Amendment Act, 1976. Co ordination and determination of standards in Higher Education and Scientific and Technical Institutions is the entry in the Union List (no.66)

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The structure of the educational administration can be seen with four formats- -Central govt. institutions -State govt. institutions - Local level institutions - Private sector institutions.

**(b) Structure of Educational Administration at Central level**

Since independence, the Central Government has started spending increasing amount of money on education. The Central Govt. gives grant-in-aid to states, universities and special institutions in order to help them to discharge their educational obligations. It gives special grants to backward states in order to equalize them with other states. It finances the centrally administered areas and gives scholarships and stipends under the various scholarship schemes. The contributions of the Central Government and State Governments have increased from time to time. Following are the important reasons for this increase: 1. The Central Government must assist the backward states for providing better educational opportunities. 2. The Central Government must assist the state in realizing the constitutional provisions for providing compulsory primary education in the age group 6 to 14 years. 3. The Central Government has large resources for collecting finances. 4. Central funds must be utilized for providing equality of opportunity.

The Central Government assists the states for educational development in three ways: 1. Central Government performs educational functions through NCERT, UGC, Central Universities, Central School organizations, etc. 2. Central Government sponsors schemes fully financed by it but implemented by the States. 3. Central Government partially finances some programmes, planned and implemented by the State Governments. At the central level, the direction of the educational policy is in the hands of Central Education Advisory Board, which is headed by a famous educationist and Education Educational Administration Management & Leadership in educational administrator.

### **(c) Educational Administration, Management and Governance at State Level**

The states of India have their separate ministries for education. The ministry for education of a particular state consists of a cabinet minister followed by a state minister. The state governments also formulate policies for education. There is also provision of acts and bills in the state legislature. These are brought whenever necessary. The minister is responsible to present the bill in the State Legislative Assembly for receiving grants and aids.

### **(d) Educational Administration, Management and Governance at Local Level**

The responsibility for governance of school education was largely given to state governments. Thus, decentralization in public governance in general, and in education, in particular has consisted of moving decision making powers to structures and authorities at sub-state levels. For successful implementation of decentralization, the main issue seems to be the establishment of institutional mechanisms below the state level. It is in this context that the concept of Panchayat Raj and the community development frameworks were adopted in the years after independence. The local self-government system under Panchayat Raj is conceived to consist of three tiers of political-administrative structures beginning at district level through the block level and the village level. This is also viewed as facilitating the emergence of grassroots democracy involving people in local electoral process. While political decentralization was to follow this framework, it was deemed appropriate to Education Educational Administration Management & Leadership in designate block level as the main unit for development administration. Thus, a Block Development Office was established in each block consisting of 100-150 villages. The district, which was the revenue division created during the British period remained more or less intact. The basis of local administration is decentralization, and what is needed is that local administration should be strengthened and made effective. Within the education sector, to begin with, the District Education Office remained the main centre of governance of school education in the district. After nearly 30 years of this set up, a separate office of the School Education Department came into existence at block (sub-district) level in

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many states. This was partly due to the enormous expansion of the primary education system during the preceding two decades. The Block Education Office now deals with elementary primary education in many states, while the District Education Office directly governs secondary education.

**STOP TO CONSIDER**

Ministry of Human Resource Development (MHRD) is the main governing agency of Government of India. It is responsible for all matters pertaining to education including overall planning of programmes and providing guidance for their implementation. Education is the entry or subject of the Concurrent list (no.25) of the Seventh Schedule (Article-246) of the Constitution of India. Vide The Constitution (Forty Second) Amendment Act, 1976. Co ordination and determination of standards in Higher Education and Scientific and Technical Institutions is the entry in the Union List (no.66)

**(A) Educational Administration in Germany:**

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

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



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

➤ **State Level Administration:**

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

Each is headed by a minister of education. Again the organization of ministries differ from state to state but each one usually has main division for each level of education under its control and a division or section concerned with general administration, personnel, finance, school building and other technical matters.

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

➤ **Local Administration:**

Specific responsibilities for educational administration have been dictated by the state government to the cities and counties. The local levels usually responsible for school building and equipment with financial help from the state as and when necessary. The local levels also hire and pay non-teaching persons, and maintain custodial affairs. In many cases the counties also dictated some of these responsibilities to the local committees.

### STOP TO CONSIDER

In Germany education is the responsibility of the state and part of their constitutional sovereignty. Article 30 clearly established the autonomy of the *Lander* in most educational and cultural matters, including the financing of education, the maintenance of schools, teacher training, the setting of teachers' qualifications and educational standards, and the development of standardized curricula.

#### 4.3 Comparative Study of Primary Education of India and Germany:

- **Primary Education In India:**

The elementary education in India starts from the early childhood days. The system includes three stages: pre-primary and primary. The analytical report, given below, gives an insight into the state of elementary education in different states in the country. The pre-primary education begins at the age of five and it continues for one year. This is the initial stage of a child in his/her educational career. When the child reaches an age of six, he or she prepares to go for primary education.

The primary schooling system starts at the age of six. At present according to right to Education Act 2009, the duration of primary education is from class-I to VIII. Initially, the Primary Stage consists of either from Classes I-V or from I-IV depending upon the education system of the state. The medium of instruction at primary level is the regional language of the respective state. Teaching of Hindi and English is compulsory in most of the non-Hindi speaking states. The states like Tamil Nadu, Tripura and Karaikal region of Pondicherry have not accepted Hindi as a compulsory subject to be included in their syllabus.

- Special programmes under Elementary Education
- Sarva Siksha Abhiyan (SSA)

“Sarva Siksha Abhiyan” or “Education for All Movement” was started by the Government of India to make the universalisation of elementary

education in the country. The programme was mandated in the constitution making education free to children of ages 6-14 and a fundamental right. The programme aims to achieve the goal by 2010. SSA has several plans in its hand. The programme includes opening of new schools in those areas where schooling facilities are not available. It also provides basic infrastructure to the existing schools by providing additional classrooms, toilets, drinking water, maintenance grant and other accessories. It also seeks to provide computer education to the children. The programme emphasizes on girl's education and children with special needs.

For making the universalization of elementary education in the country an important measure adopted was opening of non-formal education centres for children in the age group 6-14. This system of education was adopted for those children who were not covered under the formal education system.

The children in the age group of 6-14 were out of the school either because they were not admitted in the schools or were withdrawing from the schools before the completion of their elementary education. Hence these children now get free education at their door step. Though this programme was started in the late 1978, it has been accelerated in the recent days. These non-formal centres are mainly located in the rural villages of the country.

- **Primary Education in Germany:**

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

Primary school students are normally taught in classes according to their age. In the early years of schooling the number of teachers associated

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with the students is basically the class teacher. It helps the students to get accustomed to school life with small number of teachers. However from class/grade 3 onwards the number of teachers teaching various subjects increases, thus preparing them for secondary stage.

**STOP TO CONSIDER**

The primary school in Germany is known as Grundschule; is attended by all school age children together which covers the grade from 1-4. The legal basis for the Grundschule as the first compulsory school for all children is to be found in the Education Acts and the Compulsory Schooling Acts.

In India the pre-primary education begins at the age of five and it continues for one year. This is the initial stage of a child in his/her educational career. When the child reaches an age of six, he or she prepares to go for primary education. The primary schooling system starts at the age of six. At present according to right to Education Act 2009, the duration of primary education is from class-I to VIII.

**CHECK YOUR PROGRESS**

**Que. 1:** Discuss the administrative pattern of India and compare it with Germany?

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**Que. 2:** Make a comparative study of primary education in India and Germany?

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#### 4.4 Comparative Study of Secondary Education of India and Germany:

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##### ➤ Secondary Education in India:

Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively.

General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10.

Based upon performance in the first two years of secondary school, and upon the SSC results, students may enter Senior/Upper Secondary School. Upper Secondary School offers the students a chance to select a 'stream' or concentration of study, offering science, commerce, and arts/humanities. Education is administered both in schools or two-year junior colleges which are often affiliated with degree granting universities or colleges. Curriculum for the Higher Secondary Certificate Examination is determined by the boards of secondary education of which there are 31. Although the HSCE is the most common Standard XII examination, the All India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate and the Pre-University Certificate are also offered.

##### ➤ Vocational Education in India:

Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that specialize in just one or only a few courses. Unlike

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in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

➤ **Secondary Education in Germany:**

Secondary education system in Germany is divided into two levels- junior/lower secondary education and senior/upper secondary education. Lower secondary level, which comprises the course of education from grades 5/7 to 9/10 of school, and upper secondary level which comprises all the courses of education that build on the foundation lay in the lower secondary level. Secondary level education includes courses offering general education, a combination of general and vocational education. On completion of primary education, students between the age of 10-16 attend one of the following types of secondary schools- the Hauptschule, the Realschule, The Gymnasium, the Gesamtschule. Lower secondary level covers the age group of pupils between 10 and 15/16 years old and upper secondary level pupils between 15/16 and 18/19 years old.

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

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

### STOP TO CONSIDER

Secondary education in India begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'.

Secondary education system in Germany is divided into two levels- junior/lower secondary education and senior/upper secondary education.

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#### 4.5 Comparative Study of Higher Education of India and Germany:

- **Higher Education in India:**

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

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

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

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

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

Admission to graduate (Master, Post Graduate Diplomas, MBA, etc.) programs is dependent upon completion of a bachelor's degree (3 or 4 years, depending upon the subject) with a Second Class pass or higher. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a minimum of two or three years and consist of research and a thesis or dissertation. Beginning in 2015, the Choice Based Credit System (CBCS) was introduced by the UGC in attempts to encourage a more interdisciplinary approach to education and offer more flexibility and choice to students. The reform also introduced a standardized assessment and grading plan based upon a 10 point scale. Since its inception, the system has faced scrutiny by students and administrators, noting that although the system promises choice and flexibility, the infrastructure of the educational system now may be too weak yet to support the overhaul.



- **Higher Education in Germany:**

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

- **Universities and Equivalent Institutions of higher education:**  
The institutions that specialized in natural and engineering sciences and institution offering theological studies enjoys the status of university. These institutes offer wide range of subjects like Languages, the humanities, sport, law, economics and social sciences, natural sciences, medicine, agronomy, forestry, science and engineering science. Admission to any course of study at universities and equivalent higher education institutions generally requires passing the public examination.
- **College of art and music:** College of art and music offer courses of studies in the visual, design and performing arts as well as in the areas of film, television and media and subjects related to music. These institutions also offer theoretical discipline in fine arts, art history, musicology; history and teaching of music, media and communication studies etc. Students must clear the public examination before getting admission in these institutions.
- **Fachhochschulen:** Fachhochschulen were introduced with specific characteristics of practical oriented education who apart from gaining academic knowledge also acquired professional experiences. These institution offers continuing and vocational education. It provides vocational education training in agricultural economy, design, technology, business and social work.

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**STOP TO CONSIDER**

Higher education in Germany has basically three types of higher education institutes. They are- Universities and Equivalent Institutions of higher education, College of art and music and Fachhochschulen.

**CHECK YOUR PROGRESS**

**Que. 3:** Discuss the secondary education of India and compare it with Germany?

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**Que. 4:** Make a comparative study of higher education in India and Germany?

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**4.6 Summing Up:**

- Ministry of Human Resource Development (MHRD) is the main governing agency of Government of India at central level it was renamed from Ministry of Education in 1985. It is responsible for all matters pertaining to education including overall planning of programmes and providing guidance for their implementation. This ministry is responsible for educational development of the country. The ministry has two departments namely Department of School Education and Literacy and Department of Higher Education.
- Education is the entry or subject of the Concurrent list (no.25) of the Seventh Schedule (Article-246) of the Constitution of India. Vide The Constitution (Forty Second) Amendment Act, 1976. Co ordination and determination of standards in Higher Education and Scientific and Technical Institutions is the entry in the Union List (no.66)

- The structure of the educational administration can be seen with four formats- -Central govt. institutions -State govt. institutions - Local level institutions - Private sector institutions
- In Germany education is the responsibility of the state and part of their constitutional sovereignty. As it is a state responsibility educational administration defers from state to states. In each state except two city state “Hamberg” and Bermen” and ‘West Berlin” responsibility is divided between the states and the local levels by the state law.
- Article 30 clearly established the autonomy of the *Lander* in most educational and cultural matters, including the financing of education, the maintenance of schools, teacher training, the setting of teachers’ qualifications and educational standards, and the development of standardized curricula. In higher, or tertiary, education, the *Lander* share responsibility with the federal government. The federal government, for example, oversees vocational education and training, a very important component of Germany’s system of education. In addition, the federal government also has passed framework laws on general principles of higher education. However, the federal government has no power to reform higher education institutions; this power remains a prerogative of the *Lander*.
- The elementary education in India starts from the early child hood days. The system includes three stages: pre-primary and primary. The analytical report, given below, gives an insight into the state of elementary education in different states in the country. The pre-primary education begins at the age of five and it continues for one year.  
  
The primary schooling system starts at the age of six. At present according to right to Education Act 2009, the duration of primary education is from class-I to VIII.
- Primary school in Germany is known as Grundschule; is attended by all school age children together which covers the grade from 1-4. However in the two *Landers* (Berlin and Brandenburg) the grade

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is from 1-6. The Basic Law and the Constitutions of the Lander include a number of fundamental provisions on schools such as inspection, parents' right, compulsory schooling, religious instruction, privately maintained schools. The legal basis for the Grundschule as the first compulsory school for all children is to be found in the Education Acts and the Compulsory Schooling Acts.

- Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively.
- Secondary education system in Germany is divided into two levels- junior/lower secondary education and senior/upper secondary education. Lower secondary level, which comprises the course of education from grades 5/7 to 9/10 of school, and upper secondary level which comprises all the courses of education that build on the foundation lay in the lower secondary level. Secondary level education includes courses offering general education, a combination of general and vocational education. On completion of primary education, students between the age of 10-16 attend one of the following types of secondary schools- the Hauptschule, the Realschule, The Gymnasium, the Gesamtschule. Lower secondary level covers the age group of pupils between 10 and 15/16 years old and upper secondary level pupils between 15/16 and 18/19 years old.
- University education is overseen by the University Grants Commission (UGC), which is responsible for the development of higher education, allocating funds, and recognition of institutions in India. The National Accreditation and Assessment Council (NAAC) was established by the UGC to assess universities and college based upon an alphabetical ranking system ranging from A++ to C. The

assessment and Accreditation is broadly used for understanding the Quality Status of an institution and indicates that the particular institution meets the standards of quality as set by the NAAC. Participation in the accreditation process of NAAC is voluntary.

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

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

1. Compare and discuss the aims and objectives of secondary education of Germany with that of India? Elucidate its curriculum and the examination procedure?
2. Outline the main objectives of primary education in Germany. Is there any difference with that of your country? Explain.

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

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