COMPARATIVE ANALYSIS ON INDIAN AND GERMANY EDUCATION SYSTEM IN THE MODERN ERA

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\begin{abstract}
India and Germany are two important countries in modern era as far as education is concerned. Countries around the world have built great partnerships to create a global economy. India and Germany are important countries in this increasingly globalized world. India has achieved an impressive GDP growth of over 8 percent per annum in the last few years. Germany on the other hand enjoys the status of being Europe's largest economy.

In this paper, a comparison of objectives and curricula of secondary, higher education system have been carried out between India and Germany. The data were collected through internet from different research reports, journals, research papers, and various websites of secondary educational department of India and Germany. The data were analyzed critically with logical approach considering various factors related with objectives and curriculum of secondary education. The study revealed that as far as objectives of secondary education was concerned, there were much similarity between India and Germany. However, in case of curriculum, significant differences were observed in religious education, language studies, and professional work at secondary level and college level.
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\begin{keywords}
Higher Education, Secondary Education, India Germany Education System, Instructional Strategy etc.
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INTRODUCTION

Germany is an important for higher education, with a total of 423 universities and colleges. 212 universities of applied science, 106 non-state institutions and some offering courses in arts, Film, music and science. 16000 Degree programmes in Germany. The Indian students are attracted for attaining higher education in Germany for the excellent offers provided by the universities of Germany. Moreover, the curriculum of the Germany University focused on independent study, with the students involved in independent reading or to prepare oral reports and papers and attend lectures and small group discussions.

The higher education in Germany for Indian students is facilitated by the system enabling credits for attendance and under which examination passes can be accumulated and transferred. At present Germany offers more than 360 institutions of higher education and is one of the leading countries in the field of science and technology and research for the international students. The higher education in Germany for Indian students is somewhat made a lot accessible with the assist scheme offering assistance for international students. In order to achieve higher education in Germany for Indian students there are many available scholarships and grants of which the most important scholarship program is regulated by the German academic exchange service.

The higher education in Germany for Indian students is under the vigilance of the federal foreign office still it does not award any scholarships, grants for travel costs to the students directly. The federal foreign office provides the funds from the federal budget to the independent cultural organizations to provide the requirements of the scholarship programmes.

Germany is a country of variety. From trendy and modern Berlin to conservative Munich; from the skyscrapers of Frankfurt to peaceful Middle Rhine region; Germany has something for everyone.

Being a popular educational destination, Germany calls upon several international students to enroll in various higher education programs. In fact, Germany holds an important position after UK and US when it comes to getting applications from international students. It is the excellent educational system, renowned and experienced faculty and diversity in subjects that grasps the interests of students to come all over to the country for studies.

There are varied kinds of universities in Germany like Universities of Applied Sciences, Universities of Technology, B-schools, Law colleges and Universities offering social sciences and language courses. The variety of institutions helps students to choose the best course fulfilling their needs. For gaining practical knowledge, Universities of Applied Sciences will prove useful and if students wish to gain theoretical knowledge, then Universities of Technology will be apt.

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BENEFITS IN STUDYING GERMANY

- **Low or No Tuition Fee**: German universities come under the jurisdiction of the Government and that is why they charge very nominal or no tuition fee from students, thus making them ultimate choice for international students with a budget.
- **Tension free environment**: The students undergoing degree programs in German universities find it easy to grasp the course, as there is credit based system, which relieves them and creates a stress free environment. The students can manage their time and complete the course calmly. Thus, there is no mental stress.
- **Low cost of Living**: The students can afford the basic needs while staying in Germany during the course tenure as the cost of living there is quite low.
- **Recognized Degrees**: All degrees offered by German universities are recognized by WHO and UNESCO. Thus, any student enrolled in any German university should not worry about that.
- **Enrolling in a master’s degree quite easy**: Students who have completed their graduate studies from Germany can enroll in master’s degree directly without taking any worries of passing any entrance test.
- **Exposure to Diverse Culture**: Students enrolled in German universities can look forward to gain exposure to the diverse culture of the country and be friends with students coming from every part of the world. This global exposure will enhance their overall personality.

SECONDARY EDUCATION

Secondary education is crucial for economic growth as well as national growth. In addition, investment in secondary education yields considerable social and individual returns, offering young people the chance to acquire attitudes and skills that are unlikely to be developed in the primary grades. India is the seventh-largest country by area, the second-most populous country with over 1.2 billion people, and the largest democracy in the world. India is a developing country. India is vast country with many religions, multi-dimensional diversities in political, social and economic factors. There are many areas where India’s secondary education system faces difficulties and problems. In recent years, in India, the stakeholders of education continue to debate the nature and functions of secondary education; the need for its development has become apparent with the changing context of schooling. On the other hand, Germany has the world's fourth-largest economy by nominal GDP and the fifth largest by purchasing power parity.

As a global leader in several industrial and technological sectors, it is the second-largest exporter and third-largest importer of goods. It is a developed country with a very high standard of living, featuring comprehensive social security that includes the world's oldest universal health care system. Known for its rich cultural and political history, Germany has been the home of many influential philosophers, music composers, scientists, and inventors.

In Germany, education is the responsibility of the states and part of their constitutional sovereignty. The objectives and curriculum of education is very much essential for any stage of education for any country because these are the bases of an education system. Therefore, it is very much important to study the objectives and curriculum of secondary education of a certain country when one is going to compare secondary education system between two countries.

The most common goals of comparative study are to become better informed about the educational system of other countries, to become better informed about the ways in which people in other cultures have carried out certain social functions by means of education, to develop criteria for assessing contemporary development, to better understand the educational forms and systems operating in one’s own country, to assist in development of educational institutions and practices, to establish generalized statements about education that are valid in more than one country.

National Institute for Educational Research (1999) studied about the curriculum structure at the lower secondary level and the upper secondary level in different countries. Analysis of the curriculum structure at the lower secondary level showed that foreign language subjects, national language and mathematics courses were offered by almost all countries including India and Germany. Germany offers a third language either on a compulsory or optional basis as in case of India also. From the above discussion, it is quite clear that the comparative study of objectives and curriculum of secondary education between India and Germany is very much important.

OBJECTIVES OF STUDY

- To study and to compare the objectives of secondary education between India with Germany.
- To compare the curriculum of secondary education system and higher education system between India with Germany.
- To examine the education system and its instructional strategies prevailing in both countries.
METHODOLOGY & DATA ANALYSIS

This study adopted an analytical survey method since it aims to compare the objectives and curriculum of secondary education between India and Germany. The data was collected through internet from different research reports, journals, research papers, and various websites of secondary educational department of India and Germany.

The data was analyzed critically with logical approach considering various factors related with objectives and curriculum of secondary education, higher education and by critical analysis on secondary education system of India and Germany.

RESULTS AND DISCUSSION

Objectives of Secondary Education: GERMANY

General Objectives: Lower Secondary Education
The organization of lower secondary level schools and their educational courses is based on the principle of basic general education, individual specialization and encouraging pupils according to their abilities.

According to an agreement reached in December 1993, amended in June 2006 by the Standing Conference of the Ministers of Education and Cultural Affairs of the states concerning the types of schools and courses of education, the schools tried to achieve these goals by:

- Enhancing the overall intellectual, emotional and physical development of students, teaching them to be independent person and bear their share of personal, social and political responsibility;
- Providing appropriate instructions based on the academic knowledge that takes the pupils' age-related conceptual faculties into account in its organization and in the demands made on them;
- Gradually enhancing the degree of specialization keeping in view each pupil's abilities and inclinations;
- Maintaining an open system that allows transfer facility from one type of school to the other, after an orientation stage.

General Objectives: Upper Secondary Education

The education provided at general secondary schools within the upper secondary level leads to a higher education entrance qualification. The aim of learning and work within the upper level of the Gymnasium is to obtain the Allgemeine Hochschulreife, which entitles the student to a place in higher education and enables them to commence a course of vocational training.

The instruction at the upper secondary schools provides an in-depth general education, general capability for academic study and the knowledge of scientific work. Particularly importance are given in-depth knowledge, skills and competences in the subjects German, foreign language and mathematics. On the other hand, the education provided at the vocational schools within the upper secondary level of schools lead to a vocational qualification for skilled work. The functions related to the education of the Berufsschule (vocational school) is to provide basic and specialized vocational education and at the same time to expand the knowledge of the previously acquired general education.

General Objectives of the Secondary Education: INDIA

The Secondary Education Commission (1952-53) has explicitly formulated social as well as national aims of education. According to Secondary Education Commission, the objectives of secondary education of India are:

Development of Democratic Citizenship

The absolute success of a well-constructed democracy depends largely upon the people's awareness in respect to their every rights and duties and the extent to which people fulfill their responsibilities. The students can understand relevant social, economic and political issues, and reflect on the possibility of solving such problems. The objectives of the secondary education should be such that they can enhance the democratic sense of the students for their nation.

Development of Vocational Skill

The Secondary Education Commission has pointed out that another aim of secondary education-to develop some vocational skills for the students. No nation can progress in the absence of economic growth. In addition, for sustained economic growth, the nation should encourage the students to achieve vocational skills so that they can be part of the labour force for their country. The first duty of the state is to provide a system and means of education, which imparts some vocational and professional skills to the students so that they can earn for their daily life at the same time as they contribute to the nation's economic growth. Every child should be given the right to choose a profession of their own choices, and he should be given the opportunity to acquire the highest level of training, knowledge and proper education in this profession.
Development of Personality

Education should aim at the development of all aspects of the students’ personality through various kinds of training and proper education in this respect. Keeping this in view, most secondary schools now provide many kinds of extracurricular activities, which supplement all that, be learned as part of curriculum. Secondary education should be concerned not merely with the general welfare of society but also with the self-realization and personal development of each student.

Developing Leadership

Education should aim at evolving leadership quality in the students, because without doing this, education cannot make any real contribution to democracy, for then it is leaving unfulfilled one of its important responsibilities. At the secondary level, attention should be focused on discovering the interests and abilities of every adolescent. Leadership is such a quality that makes a nation great. No nation can be developed without appropriate leaders and in this context; the secondary education should aim in fostering the quality of leadership in the students’ society to become great leader to serve the nation in future. Discussion: So, from the above discussion, it was clear that there was no basic difference in the objectives of secondary education in case of India and Germany. Both the countries gave importance on development of democratic citizenship, development of vocational skill, development of personality and creating leadership quality of the pupil.

Curriculum of Secondary Education

Curriculum policies in India and Germany have a wide variety of social, economic, political, and cultural contexts. While the degree of emphasis varies in each country, the following factor that influences the curriculum policy are the following- In Germany, there is strong progressive need to build social cohesion and national identity in respect to global society and to preserve cultural heritage. Therefore, Germany gives emphasis on these issues on preparing the curriculum of the secondary education. On the other hand, India concerns for equal opportunity and equity in case of urban or rural, gender, income, disabilities religion caste etc. Therefore, India puts emphasis on the equality in everything to construct the national curriculum of the secondary education.

GERMANY

A. Subjects at lower secondary education The core subjects in every type of school and course of education are German language, mathematics, the first foreign language, natural sciences (physics, chemistry and biology) and social sciences (history, geography). Music, art and sports are compulsory or elective subjects offered. A second foreign language is mandatory at Gymnasium in grades 7 to 10. In the course of the expansion of foreign language lessons in the primary sector, at the Gymnasium lessons in a second foreign language are often given from as early as grade 6. At other types of school, a second foreign language may be offered as an elective course. Religious education is subject to the respective regulations in each Land. An introduction to the professional and working world is a compulsory component of every course of education and is provided either in a special subject such as prevocational studies or as part of the material covered in other subjects.

B. Subjects at upper secondary level at the upper secondary, the different states have different curricula. However, the common subjects are listed here- languages, literature and the arts, (e.g. German, foreign languages, fine art, and music):

- Social sciences, (e.g. history, geography, philosophy, social studies/politics, economics),
- Mathematics, Natural Sciences and Technology (e.g. mathematics, physics, chemistry, Biology, and Information Technology).

INDIA

A. Subjects at lower and upper secondary level India are a much-diversified country in all respects. There are different states and every state has different boards at secondary level. That is why there are different contents in curriculum at secondary level. Still, there is a common curriculum:

- Three Languages - the mother tongue/the regional language, modern Indian language and English,
- Mathematics,
- Science and Technology,
- Social Sciences,
- Work Education,
- Art Education (fine arts: Visual and performing).
DISCUSSION

Therefore, from the above, it is evident that both in India and Germany, there are common subjects at secondary level. These are languages, literature and the arts, mathematics, natural sciences and technology, social sciences. Still there are some differences. In Germany, secondary students must learn about German language. In addition, they have to learn two foreign languages (but not mandatory every states).

An introduction to the professional and working world is a compulsory component of every course of education at secondary level. In some states, at secondary level, religious education is introduced. However, in India, there is no such Indian language in secondary level. In different states, different languages are taught as a first language. Two foreign languages are not mandatory. Religious education has not been introduced at secondary level except in Madras. In India, professional work has not been introduced at the secondary level in any board. This is a significant difference.

INSTRUCTIONAL STRATEGY

For effective transaction of the curriculum and achievement of objectives of the curriculum, appropriate instructional strategies should be incorporated in organizing activities for students and in providing learning activities. In India, variety of instructional strategies such as observation, collection of materials and information, demonstration and experimentation, different teachers use project assignment, fieldwork and educational excursion and visits to museums, fairs and places of historical importance. Playing games, participating in community singing, role-playing, dramatization, discussion, debate, problem solving, discovery learning, creative writing, and supplementary reading may also form an important part of the total instructional strategies.

In Germany, based on the curricula, which also contains some guidance on teaching methods and techniques, the teachers adopt the responsibility for teaching in their classes, taking the background and aptitude of each student into consideration. The teachers use new multi-media and different telecommunications tools like internet etc., in the classroom both as teaching aids and as the subject of teaching and learning. By utilizing new resources and methods and modern technologies, the teaching in German secondary schools appears to be easier and effective.

CONCLUSION

Therefore, from the above discussion, it can be argued that there are some significant similarities and differences in objectives and curriculum of secondary education between India and Germany. In case of objectives of secondary education, there were much similarity between India and Germany. Both the countries put emphasis on the enhancement of the overall intellectual, emotional and physical development of students and teaching them to be independent person having democratic values and ideas as well as bearing personal, social and political responsibilities. However, in case of curriculum, significant differences were observed in case of religious education, language studies, and professional work at secondary level. In India, no states made the professional work as compulsory at the end of the course of secondary level. Nevertheless, this is very much important because of increasing demand of labour market all over the world. Religious education is introduced in some states in Germany. Nevertheless, in India, secondary education is free from religious education except in case of Madras.

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