

**BLOCK- II**  
**EDUCATION IN ENGLAND**

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

**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 ENGLAND

### Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Pattern of Administration
  - 1.2.1 Education Minister
  - 1.2.2 Her Majesty's Inspector of Schools
  - 1.2.3 Local Education Authorities
  - 1.2.4 The Ministry of Education and L.E.A.s
- 1.3 Summing Up
- 1.4 Questions and Exercises
- 1.5 References and Suggested Readings

### 1.0 Introduction:

The country of England is a part of the United Kingdom of Great Britain sharing its borders with Scotland to the North and Wales to the West. England is separated from the continent of Europe by the North Sea to the East and the English Channel to the South.

Education is free and compulsory for all children between the ages of 5-16 years. Some children are educated at home rather than in school. Children's education in England is normally divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven. The education is characterised by decentralised administration, with more responsibilities lying in the hands of voluntary agencies and teachers. **Section 7 of the Act of 1944** states, "*The Statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education, and further*

education”, and that “it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area.” Although the school system is national in its main outlines, it is very much a matter of local choice.

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### 1.1 Objectives:

After going through this unit you will be able to—

- *understand* the pattern of administration of England,
- *know* about Education Ministry,
- *understand* the Ministry of Education and L.E.A.s.

### 1.2 Pattern of Administration:

The administration of education policy began in the 19<sup>th</sup> Century in the United Kingdom. Official mandating of education began with the Elementary Education Act 1870 for England and Wales, and the Education (Scotland) Act 1872 for Scotland. Education policy has always been run separately for the component nations of the United Kingdom, and is now a devolved matter. As there is no devolved government for England, the administration of education policy for the nation has been carried out by a number of different British central government departments since the 19<sup>th</sup> century.

Before the latter-part of the 19<sup>th</sup> century education was a private matter, and there was no governmental policy regarding matters concerning education. Some education services were provided by the Church and a Committee of the Privy Council was appointed in 1839 to supervise the distribution of certain Government grants in the education field. The members of the Committee were the Lord President of the Council, the Secretaries of State, the First Lord of the Treasury, and the Chancellor of the Exchequer.

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From 1857 a Vice President was appointed who took responsibility for policy, leading to the creation of the Education Office. With the 1870 Act the Education Office was given the task to manage the national process and commission local school boards in boroughs and parishes where they were requested. The Board of Education Act 1899 took effect in 1900, renaming the Education Office to the Board of Education . It managed the national process and commissioned local school boards in boroughs and parishes where they were found to be needed. The 1902 Act formalised the relationship between central government and education delivery by abolishing the 2568 school boards set up by the 1870 Act, and transferring their duties (and schools) to local government (borough and county councils) in a new guise as local education authorities. The 1944 Act changed the system of education in England by forming the Tripartite System and renamed the Board of Education to the Ministry of Education. The Department of Education and Science (DES) was created in 1964 as the merger of the Ministry of Education with that of the Ministry of Science following the Prime Minister Harold Wilson's focus on the "white heat of technology". The 1988 Act brought in the concept of external validation of teacher performance and a support framework for teachers to use as the core of their syllabus, in the form of the National Curriculum. In 1995 the DES was merged with the Benefits Agency and split off the Office of Science and Technology to become the Department for Education and Employment (DEE). After the 2001 General Election, the DEE and the Department for Social Security were combined and re-split into the Department for Education and Skills (DES) and the Department for Work and Pensions. In 2007, when Gordon Brown became Prime Minister, he split the education ministerial portfolio into two namely, the Department for Children, Schools and Families (DCSF) formed with board responsibilities for children up to the age of 14, and for some aspects up to 19, taking on some social care responsibilities from the Department for Health and the Department for Innovation, Universities and Skills (DIUS), which took over responsibility for all higher and further education and science policy, taking on the Government Office for Science, which by then included the Office of Science and Technology that had split off from DES in 1994. In 2009, DIUS was merged with parts of the Department of Trade and Industry to form the Department for Business, Innovation and Skills (BIS), but with no change in the scope of its education policy remit.

Thus, education is a joint responsibility of the Education Minister, Her Majesty's Inspector of Schools and the Local Education Authorities. Besides, every person becomes responsible as a partner for the development of education. Such partnerships are set by skilled teachers, local and central administrative officers and social service committees and organisations. The educational system of the country is enriched by such joint efforts. In short, education is a partnership of national and local government.

### **1.2.1 Education Minister:**

According to the Act of 1944, the Education Minister is the highest authority of Education in England and Wales. He is responsible to the Parliament. Other organisations and authorities are subordinate to the Education Minister. The parliament enacts various acts, statutes and regulations which control all the educational activities of the country. The Education Minister presents a report on the educational achievements and failures before the parliament every year. The report presented by the Education Minister is discussed in the House of Commons. Every member of the Parliament is entitled to discuss or consider any educational matter. The Education Minister proposes before the Parliament whatever rules and regulations he desires to frame. The Parliament discusses these proposals for forty days, during which any member of the Parliament can put questions to the Education Minister on matters related to education. The members of the Parliament may demand scratching out of any of the clause from the proposed bill. Education minister is thus required to respect the opinion of the people. The Education Minister performs his duties in a democratic way. The Act of 1944 enumerates the following duties of the Education Minister:

1. He is to formulate the national education policy in England and Wales. The national education policy caters to all the educational institutions and local schools under his direction and control. He consults the Prime Minister in particular and the Cabinet in general on matters of educational policy, though the final decision rests upon his hands. He also has to consult the chancellor of Exchequer who provides funds for the implementation of educational policies. He

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also consults other officials, that is, educational advisors, local education authorities and representatives of the teachers, before presenting proposals in the Parliament.

2. He is not only the Chairman of the Education Ministry, but he is also responsible for administration concerned with execution of the laws enacted by the Parliament. He determines all those administrative activities necessary for execution of rules and regulations.
3. He represents the Parliament outside the Parliament and prepares necessary lectures related to his field of work.

The Education Minister has a limited jurisdiction up to secondary education only. He is not concerned with the educational matters of the Universities, Juvenile delinquent Schools, Elder Delinquents School, Armed Forces and Auxiliary Services Schools. He does not interfere with the day-to-day work of the schools and colleges, appointment and dismissal of teachers, material aids, apparatus, selection of textbooks, etc. He has no control over the public libraries, museums and art galleries. Further he provides no financial help to these institutions. However, he enjoys control over the public efforts of national importance, like Benthall Green Museum of Eastern London, Victoria and Albert Museum and helps them in getting economic help.

The Committee of 1951 suggested that the Education Minister has control on the following six subjects:

1. Paying special attention on providing sufficient educational facilities.
2. Looking into the smooth functioning of all the educational institutions and making arrangement of material arrangements wherever necessary.
3. To see that only those teachers and medical officers are appointed in schools who cater to the needs and aspirations of the students.

4. Ensuring sufficient provisions to maintain the desired educational standard.
5. Ensuring that a proper tuition fee is charged from the students and that the staffs are paid suitable dearness allowance and remuneration.
6. To ensure that the teachers, guardians and other persons concerned with the educational activities are enjoying sufficient freedom.

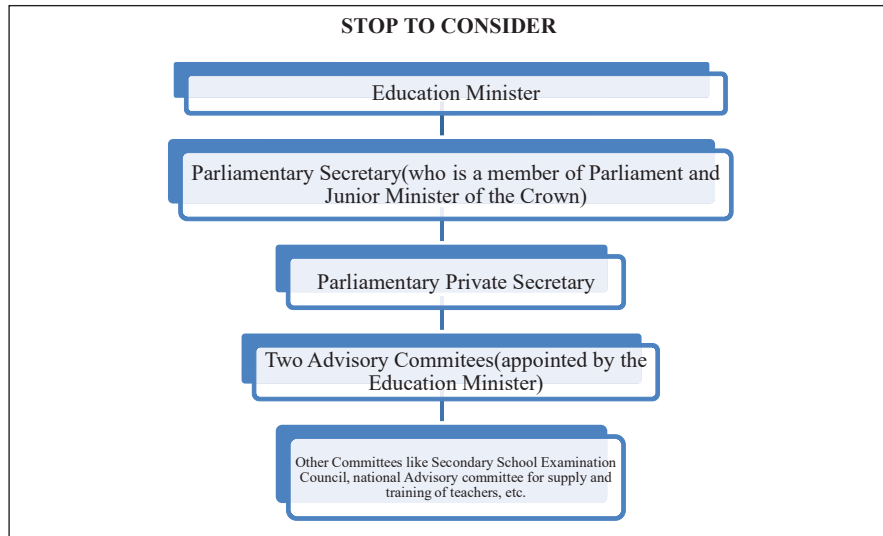
The Education Minister implements the educational policies according to the statutory provisions. He is empowered to form the following Statutory Bodies of primary importance:

1. Statutes to prescribe educational standard within school limits.
2. Statutes for primary and secondary schools
3. Statutes for further education
4. Statutes concerning the local Education Authorities
5. Statutes for milk and meal facility
6. Statutes for health services
7. Statutes for the education of the disabled and handicapped
8. Statutes for scholarships and other benefits
9. Statutes for provision of teacher-training

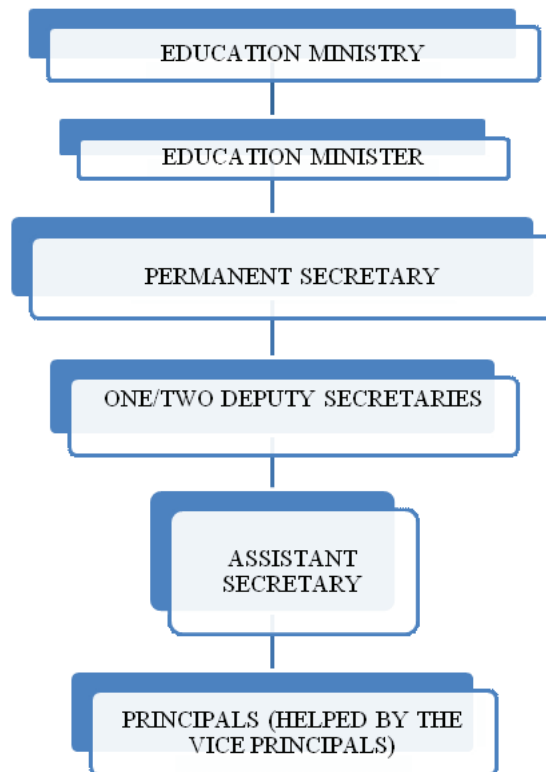
Besides, he is empowered to formulate other rules and regulations ranging from registration of students to state scholarships. He can even change a rule once framed. He is entitled to issue circulars from time to time to propagate his educational policies and opinions. These are however not orders, just suggestions. He issues administrative propaganda as well, pertaining to routine work and other educational subjects.

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The Education Ministry comprise an appropriate Department of Educational Administration that includes civil servants and HMI's. The main office is at the Curzon Street, London. The hierarchy of the Education ministry is shown below:





### **1.2.2 Her Majesty's Inspector of Schools:**

Her Majesty's Inspector of Schools makes a unique contribution to the Education System of the UK. These Inspectors are appointed by the crown. The senior chief Inspector of Schools sends a report of names to the Crown for appointment as Inspector of Schools. The Crown also provides for their training. All of them are responsible to the Senior Chief Inspector of Schools, who in turn, is subordinate to the permanent Secretary. Six Chief Inspector of Schools work under each senior Chief Inspector of Schools heading the following Departments:

1. Primary and Specific Education Department.
2. Secondary Education Department.
3. Vocational Further Education Department.
4. Non-Vocational Further Education Department.
5. Teachers' Training Department.
6. Education Development Department.

On the basis of the geographical divisions, the country has been divided into 12 divisions to facilitate inspection work. The Officer of every division is the Divisional Inspector of Schools. Further every division is divided into districts. The District Inspector of Schools is inspecting authority in every district. Their job is transferrable.

In the Education Ministry there is a Corps of Staff Inspectors, whose members are specialists in different fields of Education.

#### **Functions of Inspector of Schools:-**

1. To inspect educational institutions and to inform about their achievements after evaluating them.
2. To represent the Education Ministry administratively.
3. To advise on behalf of the Education Ministry from practical and theoretical view of Education.

The work of the Inspector of Schools is over as soon as they present their report after inspection. The HM Inspectors are not entitled to issue any orders but they can appreciate the work of the teachers, criticise them

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and if necessary, advise them. Whether the inspection work is just or prejudiced is judged by the school in- charge. The report submitted by the inspectors is strictly confidential and the panel of inspectors discusses it with the school authorities before writing it. Therefore the report given by them is generally responsible and just. A report of this copy is kept in the school. The teachers who are criticised are permitted to view the report and thereby present explanations. Any changes in the report can only be made by the inspector.

The Inspectors also perform the following constructive work:

1. Organization of refresher and short-term courses for the teacher every year.
2. Publishing information booklets for the guidance of teachers.
3. Acting as liaison officers between the Education Ministry and educational institutions and participate in various conferences and committees.

**CHECK YOUR PROGRESS**

**Que. 1:** What are the salient features of education in England?

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**Que. 2:** What are the power and functions of Education Minister?

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**Que. 3:** Name the units that help the Education Minister in performing his duties.

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**Que. 4:** What role to be played by the Her Majesty’s Inspector of Schools in English educational administration?

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### 1.2.3 Local Education Authorities

The local self government also contribute a lot towards the development of education in England. **Local Education Authorities (LEAs)** are the local councils in England and Wales that are responsible for education within their jurisdiction. The term was introduced by the Education Act 1902, designating that each local authority; either county council and county borough council would set up a committee known as a *local education authority* (LEA). The councils took over the powers and responsibilities of the school boards and technical instruction committees in their area. Municipal boroughs with a population of 10,000 and urban districts with a population of 20,000 were to be local education authorities in their areas for elementary education only.

The LEAs’ role was further expanded with the introduction of school meals in 1906 and medical inspection in 1907. In 1904 the London County Council became a local education authority, with the abolition of the London School Board. The metropolitan boroughs were not education authorities, although they were given the power to decide on the site for new schools in their areas, and provided the majority of members on boards of management. The system continued unchanged until 1965, when the London County Council was replaced by the Greater London Council. The twenty outer London boroughs became local education authorities, while a new Inner London Education Authority, consisting of the members of the Greater London Council elected for the inner boroughs covering the former County of London was created. In 1974 local government outside London was completely reorganised. In the new metropolitan counties of England, metropolitan boroughs became LEAs. In the non-metropolitan counties the county councils were the education authorities, as they were throughout Wales. In 1986, with the abolition of the Greater London

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Council, a directly elected Inner London Education Authority was formed. This however only existed until 1990, when the twelve inner London boroughs assumed responsibility for education. In 1989, under the Education Reform Act 1988, the LEAs lost responsibility for higher education, with all polytechnics and colleges of higher education becoming independent corporations. A further wave of local government reorganisation during the 1990s led to the formation of unitary authorities in parts of England and throughout Wales, which became local education authorities.

A local educational authority award is an award given *to* the local educational authority, as opposed to an award given by the LEA.

There are currently 152 local education authorities in England and 22 in Wales. Local education authorities are not usually ad hoc or standalone authorities. England has several tiers of local government and the relevant local authority varies. Within Greater London the 32 London Borough Councils and the Common Council of the City of London are the local authorities responsible for education; in the metropolitan counties it is the 36 metropolitan borough councils; and in the non-metropolitan counties it is the 27 county councils or, where there is no county council, the councils of the 55 unitary authorities. The Council of the Isles of Scilly is an education authority. Since the Children Act 2004 each local education authority is also a children's services authority and responsibility for both functions is held by the director of children's services.

Local education authorities have some responsibility for all state schools in their area.

- They are responsible for distribution and monitoring of funding for the schools
- They are responsible for co-ordination of admissions, including allocation of the number of places available at each school
- They are the direct employers of all staff in community and VC schools
- They have a responsibility for the educational achievement of looked-after children, i.e. children in their care.

- They have attendance and advisory rights in relation to the employment of teachers, and in relation to the dismissal of any staff.
- They are the owners of school land and premises in community schools.

Until recently, local education authorities were responsible for the funding of students in higher education (for example undergraduate courses and PGCE) whose permanent address is in their area, regardless of the place of study. Based on an assessment of individual circumstances they offer grants or access to student loans through the Student Loans Company.

#### 1.2.4 The Ministry of Education and L.E.A.s

The Education Ministry and the L.E.A.s share a close and cordial relationship, formally as well as informally. There are some officials in the Education Ministry, known as the territorial principals. They look after the work of LEAs, with each territorial principal being in charge of one or more local education authority. Every LEA informs the territorial principal about his daily educational activities. The territorial principal checks whether the rules formulated by the Education Ministry are being executed or not. If they are followed, the project is approved, otherwise returned back. If the territorial principal fails to comment, he may seek help of the chief officer for consideration. Thus the territorial principal is a liaison between the Education Minister and LEAs.

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#### CHECK YOUR PROGRESS

**Que. 5:** Discuss about the power and functions of LEAs.

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**Que. 6:** Show your acquaintance with the constitution of LEAs in England.

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### 1.3 Summing Up:

Education is free and compulsory for all children between the ages of 5-16 years. Some children are educated at home rather than in school. Children's education in England is normally divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven. The education is characterised by decentralised administration, with more responsibilities lying in the hands of voluntary agencies and teachers.

### 1.4 Questions and Exercises:

1. Discuss the National Education system of England?
2. What do you mean by Local Education Authorities?

### 1.5 References and Suggested Readings:

- Biswas, A. & Aggarwal, J.C. (1995) *Comparative Education*. Arya Book Depot, New Delhi.
- Chaube, S.P. & Chaube, A (2003) *Comparative Education*. Vikas Publishing House Pvt. Ltd., New Delhi.
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## UNIT- 2

### PATTERN OF ADMINISTRATION: PRIMARY AND SECONDARY EDUCATION

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#### Unit Structure:

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Objectives of Primary Education
- 2.3 Curriculum
- 2.4 Methods and Techniques of Teaching
- 2.5 Secondary Education
- 2.6 Summing Up
- 2.7 Questions and Exercises
- 2.8 References and Suggested Readings

#### 2.0 Introduction:

Educational development in England has progressed continuously and continually. Formerly, primary education was known as *Elementary Education*. The **Hadowe Committee** suggested changing its name to primary education. The Act of 1944 gave it a practical shape. According to the **Education Act of 1944**, “Primary education, that is to say, fulltime education suitable to the requirements of junior pupils who have not attained the age of 10 years and 6 months, and full time education suitable to the requirements of junior pupils who have attained that age and whom it is expedient to educate together with junior pupils who have not attained that age”. It was reported by the **Plowden Report** (1967) that the primary schools form the most hopeful feature of English Education system. The main institutions of primary education here includes -the *Nursery Schools*, imparting education to children upto 5 years of age with no compulsion of attendance; *Infant Schools* meant for children between 5 to 7 years of age with compulsory attendance and *Junior Schools*

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for the children between 7 to 11 years with compulsory attendance. Thus, children begin primary schooling at the age of five depending upon the policy of the Local Education Authority. All state schools are obligated to follow a centralized National Curriculum. The primary school years are split into Key Stages:

- Nursery, age 1 to 4
- Reception, age 4 to 5 (Pre-K)
- Year 1, age 5 to 6. (K)
- Year 2, age 6 to 7 (1st grade)
- Year 3, age 7 to 8 (2nd grade)
- Year 4, age 8 to 9 (3rd grade)
- Year 5, age 9 to 10 (4th grade)
- Year 6, age 10 to 11 (5th grade)

At the end of Year 6 all children in state primary schools are required to take National Curriculum tests in reading and maths also called SATS.

**2.1 Objectives:**

After going through this unit you will be able to—

- *identify* various objectives of primary education,
- *understand* the curriculum and methods of teaching,
- *describe* various schools of England.

**2.2 Objectives of Primary Education:**

1. To build the character of the children.
2. To ensure their physical development.
3. To enhance their mental and psychological development.
4. Awakening of readiness and desire for further studies among students.
5. To awaken the child spiritually for self-realization.



### 2.3 Curriculum:

The curriculum in the Infant Schools includes reading, writing and arithmetic, music, dance, drawing, clay work and play-way activities. The lower primary schools or junior schools teach mother tongue, mathematics, social studies, nature, drama, story-telling, health education, gardening, science and art subjects with a separate course of home science for the girls.

### 2.4 Methods and Techniques of Teaching:

It includes learning by doing, play-way method, observation method for nature study, story-telling method, drawing, hand work, drill method, drama and dialogue, etc.

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#### **STOP TO CONSIDER**

The development of Primary Education in the UK is classified under two phases, that is, till eighteenth century and during the nineteenth century. Up to the eighteenth century, in the educational history of Great Britain, there existed different types of primary educational institutions. For infants there were the Dame Schools and for the older children there was the provision of Common Day Schools. These schools were meant for the rich only. The poor were educated in the Charity schools opened for the purpose of propagating Christianity. These schools depended on charities. The children of small scale industry workers were educated in the industrial schools. Sunday schools were opened for educating children engaged in industries. Griffith Jones established circulating schools to teach the bible in mother-tongue to the poor children. To solve the dearth of teachers, monitorial system was adopted. The Factory Act or Robert Peel Act of 1802, the Parochial School Bill of 1807, the Parliamentary Committee of 1816, Parish Schools Bill of 1820 are some notable developments. The Privy Council Committee was formed in 1839 to look after the public education. In 1856, the Education Department was established.

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After completion of 6 years of age schools and clearing SATS, the children go to secondary school. The present Secondary Education system is an outcome of the Education Act of 1944. According to this Act, the responsibility of establishing primary and secondary educational institution vested in the LEA's. It opined that Secondary Education was to be reorganised and divided into three important categories as follows:

• **GRAMMAR SCHOOLS:**

Grammar schools, also known as the Endowed Schools were established by the bishops with the active cooperation of the City Livery Company or Guild. These schools taught classical languages with the study of Latin being focussed. These are the oldest secondary schools and taught English Literature and language, modern foreign languages like French, German, Italian, Spanish and Russian, applied and basic mathematics, chemistry, physics, zoology, history, geography, art, music, wood- craft, etc. Girls were taught domestic science and religious education was compulsory for all. They provided physical education and outdoor games facilities and prepared the students for higher education.

**2.5 Secondary Education:**

• **MODERN SCHOOLS:**

All those students who were not admitted in Grammar Schools switched over to this system. They mostly catered the working class and low class. They taught social studies, health and physical education, nature study, biology, music, horticulture, etc. These schools provided specific whole time and part time vocational courses like art and craft, home craft, needle work and design, practical art, craftsmanship, house maintenance and furnishing, mechanical trades, automobile engineering, rural science, gardening, nursing, seamanship, commercial subjects and other subjects for general certificate education. In 1959, four forms of modern schools were found:

- a. *Secondary Modern Schools of General Courses:* They laid emphasis on art, craft, social and moral activities and general courses.
- b. *General Education and Specific Education Modern Schools:* They provided general education for first two or three years and then provided specific education to the boys and girls.
- c. *Modern Schools like Senior Elementary Schools:* They provided courses of Senior Elementary Schools with slight modifications.
- d. *Modern Schools imparting Advanced Education In Basic Subjects:* They provided advanced knowledge in one or two subjects.

• ***INDUSTRIAL AND TECHNICAL SECONDARY SCHOOLS:***

These schools selected a small number of children who had the potential to assimilate the scientific principles of curriculum useful in particular spheres of commerce and industry. These were mostly located in the urban areas. They prepared the students for universities, Royal Society of Arts, Technical and Commercial Examinations after preparing them for General Certificate of Examination.

Later these schools were classified in a planned manner as follows:

1. ***BILATERAL AND COMPREHENSIVE SCHOOLS:*** These schools came into vogue after 1950 and were established by integrating any two of the above mentioned schools. Hence they were called Comprehensive schools. They consisted of two types of schools- recognised and unrecognised. The modern secondary schools adopting the curriculum of grammar schools were maximum in number. These types of bilateral schools were unrecognised and educated those students who were desirous of obtaining the General Certificate of Education.
2. ***MULTI-LATERAL AND OTHER SCHOOLS:*** Multi-lateral schools included the combined elements of grammar, modern and technical schools. However, they could not be considered progressive as it was not easy to provide every kind of course for them.

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Besides, secondary schools were classified into two groups through an experiment conducted in Leicestershire:

1. *Junior Comprehensive Schools*: Here students who have received primary education are taught till they reach the age of 14-15 years. They are known as high schools.
2. *Higher Grade Comprehensive Schools*: Here the boys and girls above the age of 14-15 years being educated in Junior Comprehensive Schools were admitted.

Thus, Secondary education in England lasts for another five to seven years. Students who are between 12 and 16 years old are legally required to attend a secondary school in the UK. This stage of compulsory education is called “lower secondary”. Upon completing lower secondary, students are ready to start a job and take up vocational training, in or outside of the workplace. Or they may go on to “upper secondary” or “sixth form”, where 16-year-old to 18-year-old teens prepare for university.

**STOP TO CONSIDER**

After three years in secondary school, the students are officially assessed by their teachers. They need to choose their subjects for the nationwide GCSE exams. GCSEs are mandatory examinations at the end of year 11, i.e. the students’ fifth year in secondary school. Students usually have to take tests in English, Mathematics, and Science and they have to choose classes from the fields of arts, humanities, modern languages, technology, and vocational studies as well. After passing their GCSEs, students can leave school, attend another two years of upper secondary, or obtain a Diploma — a new kind of qualification in the UK. The new British Diploma focuses on practical training, work experience, and a vocational approach rather than academic studies. It can be taken in around 20 different subjects, such as engineering, IT, or creative and media. The Diploma is available on four levels with increasing qualifications (foundation / higher / progression / advanced). Each of these levels is equivalent to a certain number of GCSE or A-

level credit points. However, the qualification was mainly introduced for those teenagers who struggle with the academic outlook of the “from GCSE to A-levels to university” path. They should benefit from a more hands-on approach to foster their vocational skills and help them with applying for a job in the UK.

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**CHECK YOUR PROGRESS**

**Que. 1:** Discuss about the structure of Secondary education in England.  
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**Que. 2:** Write a short note on GCSE.  
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**Que. 3:** Discuss about the features of primary education in England.  
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**2.6 Summing Up:**

The development of Primary Education in the UK is classified under two phases, that is, till eighteenth century and during the nineteenth century. Up to the eighteenth century, in the educational history of Great Britain, there existed different types of primary educational institutions. For infants there were the Dame Schools and for the older children there was the provision of Common Day Schools. These schools were meant for the rich only. The poor were educated in the Charity schools opened for the purpose of propagating Christianity. These schools depended on charities. The children of small scale industry workers were educated in the industrial schools. Sunday schools were opened for educating children engaged in industries. Griffith Jones established circulating schools to teach the bible in

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mother- tongue to the poor children. To solve the dearth of teachers, monitorial system was adopted. The Factory Act or Robert Peel Act of 1802, the Parochial School Bill of 1807, the Parliamentary Committee of 1816, Parish Schools Bill of 1820 is some notable developments. The Privy Council Committee was formed in 1839 to look after the public education. In 1856, the Education Department was established.

**2.7 Questions and Exercises:**

1. Discuss about the structure of Secondary Education in England.
2. Write a short note on GCSE.
3. Discuss about the features of Primary Education in England.

**2.8 References and Suggested Readings:**

- Biswas, A. & Aggarwal, J.C. (1995) *Comparative Education*. Arya Book Depot, New Delhi.
- Chaube, S.P. & Chaube, A (2003) *Comparative Education*. Vikas Publishing House Pvt. Ltd., New Delhi.
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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 Post Graduate Education
  - 3.2.1 Fees Structure
- 3.3 Teacher Education
- 3.4 Institutions Entrusted with the Responsibility of Teacher Training in England
- 3.5 Summing Up
- 3.6 Questions and Exercises
- 3.7 References and Suggested Readings

#### 3.0 Introduction:

Higher Education in England is provided by Higher Education colleges, university colleges, universities and private colleges. Students normally enter higher education as undergraduates from age 18 onwards. They are provided with a wide variety of vocational and academic qualifications, including certificates of higher education and higher national certificates at level 4, diplomas of higher education, higher national diplomas and foundation degrees at level 5, bachelor's degrees (normally with honours) at level 6, and integrated master's degrees and degrees in medicine, dentistry, and veterinary science at level 7.

Historically, undergraduate education outside a small number of private colleges and universities has been largely state-financed since the 1960s, with a small contribution from top-up fees introduced in the 1990s. However the fees of up to £9,000 per annum have been charged

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from October 2012. There is a perceived hierarchy among universities, with the Russell Group seen as being composed of the country's more prestigious universities. League tables of universities are produced by private companies and generally cover the whole UK.

The state does not control university syllabuses, but it does influence admission procedures through the Office for Fair Access (OFFA), which approves and monitors access agreements to safeguard and promote fair access to higher education. The independent Quality Assurance Agency for Higher Education inspects universities to assure standards, advises on the granting of degree awarding powers and University title, and maintains the Quality Code for Higher Education, which includes the Framework for Higher Education Qualification. Unlike most degrees, the state has control over teacher training courses, and standards are monitored by Ofsted inspectors.

The typical first degree offered at English universities is the bachelor's degree with honours, which usually lasts for three years, although more vocational foundation degrees, typically lasting two years (or full-time equivalent) are also available in some institutions. Many institutions now offer an integrated master's degree, particularly in STEM subjects, as a first degree, which typically lasts for four years, the first three years running parallel to the bachelor's course. During a first degree students are known as undergraduates. The difference in fees between integrated and traditional postgraduate master's degrees (and that fees are capped at the first degree level for the former) makes taking an integrated master's degree as a first degree a more attractive option. Integrated master's degrees are often the standard route to chartered status for STEM professionals in England.

### **3.1 Objectives:**

After going through this unit you will be able to—

- *understand* the pattern of administration in respect to its Higher Education,



- *understand* the pattern of administration in respect to its Teacher Education.

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### 3.2 Post-graduate Education:

Students who have completed a first degree can apply for post-graduate and graduate courses. These include:

- *Graduate certificates, graduate diplomas, professional graduate certificate in education* – level 6 courses aimed at those who have already completed a bachelor’s degree, often as conversion courses
- *Post-graduate certificates, post-graduate diplomas, post-graduate certificate in education* – level 7 courses shorter than a full master’s degree
- *Master’s degrees* (typically taken in one year, though research-based master’s degrees may last for two) – taught or research degrees at level 7
- *Doctorates* (typically taken in three years) – research degrees at level 8, the top level of the qualifications frameworks, often requiring a master’s degree for entry. These may be purely research based (PhD/DPhil) or research and practice (professional doctorates). “New Route” PhDs, introduced in 2001, take at least 4 years and incorporate teaching at master’s level.

Post-graduate education is not automatically financed by the state.

#### 3.2.1 Fees Structure:

Until the academic year 2011-2012 most undergraduates paid fees that were set at a maximum of £3,375 per annum. These fees are repayable after graduation, contingent on attaining a certain level of income, with the state paying all fees for students from the poorest backgrounds. UK students are generally entitled to student loans for maintenance. Undergraduates

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admitted from the academic year 2012-2013 have paid tuition fees set at a maximum of up to £9,000 per annum, with most universities charging over £6,000 per annum, and other higher education providers charging less.

Postgraduate fees vary but are generally more than undergraduate fees, depending on the degree and university. There are numerous bursaries (awarded to low income applicants) to offset undergraduate fees and, for postgraduates, full scholarships are available for most subjects, and are usually awarded competitively.

Different arrangements apply to English students studying in Scotland, and to Scottish and Welsh students studying in England. Students from outside the UK and the EU attending English universities are charged differing amounts, often in the region of £5,000 - £20,000 per annum for undergraduate and postgraduate degrees. The actual amount differs by institution and subject, with the lab based subjects charging a greater amount.

### **3.3 Teacher Education:**

The teacher holds a place of respect and honour in the education system of England. The importance of good teachers has always been recognised in England. In the initial years, training of the teachers was not a requisite qualification for teaching in England. Nor there was a requirement of any extra-ordinary standards. The graduates of British University were accorded the status of qualified teachers without undergoing training. However, changing circumstances have called for the need of teacher education. The Royal Society of Teachers has laid standards for the teachers as well as persons engaged in the task of teaching. The Ministry of Education and Science is responsible to see whether sufficient numbers of teachers are appointed in the Public Schools throughout the country. The responsibility for curriculum, contents, and methodology of training is laid in the hands of the University. Each university is responsible for teacher training in a given area.

England has its own method of training the teachers. Prior to the Act of 1944, teacher training in England was imparted by private bodies, which were denominational in character. Hence, the teachers who read in those institutes had to dedicate their service for the cause of religion. At present, the responsibility of teacher education is carried out by the Institute of Education in England. It is entrusted with the duty of laying down the curriculum and syllabus, conduction of examinations and affiliating all the bodies running training colleges for teachers.

### **3.4 Institutions Entrusted with the Responsibility of Teacher Training in England:**

#### **A. Institutes Maintained and Run by Local Education**

**Authorities:** These colleges and institutes impart training to the teachers, who later on enter into the service of the local education authorities and impart education to the future citizens of the country.

#### **B. Institutions Run and Maintained by Private Agencies:**

These Institutes are maintained by voluntary organization and a major portion of the expenditure is met by these voluntary bodies. However half of the expenditure of such institutes and training colleges is borne by the Ministry of Education in the form of grant-in-aid.

#### **C. The Universities:**

The Universities too help in the training of teachers through the teachers' Training Departments. In general they train 2 to 2 thousand male and female teachers every year. The University Departments of Education offer graduates one- year post- graduate courses of teacher training; holders of advanced qualifications in art take one- year courses of initial training in 13 art training centres, associated with colleges of art or universities; and four colleges of education (technical) specialise in the provision of one year courses of teacher training for students with qualifications in technical subjects who intend to teach in further education. An area of Training organisation has been established for every university, for looking after the training work and provides the

necessary advice in this regard. All the provisions offered by this Area of Training Organization as treated as that of the Institute of Education. It includes the representatives of L.E.A. training college and training schools.

- D. Colleges of Education:** Majority of the teachers in the maintained schools are trained at the Colleges of Education. There are 159 such colleges in England and Wales. The minimum age for entry into the initial training course is 18 with no prescribed upper limit. The duration of the course is usually of three years but older students with suitable previous education or experience may be allowed to take shorter course of two years or exceptionally one year. All the Universities with academic links with the colleges have arrangements by which suitable students may obtain a bachelor of Education degree, together with a professional teaching qualification, by means of a four-year course. An increasing number of colleges offer one-year post- graduate courses of professional training. A few colleges cater exclusively for day students; some are intended primarily for older students, including married women, who cannot leave home to undertake a training course. Special provision for older students is also made in college outputs which have been set up in areas which are beyond daily reach of a college. Experimental part-time courses of initial training are being held at colleges of education in selected areas.
- E. Departments of Education in Polytechnics:** These departments fulfil the same role as the general colleges of education, are members of the area training organisation, and offer similar types of courses but in a setting in which teacher education is not segregated from preparation of other occupations.
- F. The Open University:** The Open University has made special provision for non- graduate qualified teachers. It offers a B.A. degree in educational studies with or without honours and students who have obtained a teacher's certificate after three years' full time training require only three credits instead of six to obtain an ordinary B.A. degree and five credits instead of eight to obtain an honours degree.

**G Training of Teachers of Handicapped Pupils:** There are a number of courses for the training of the teachers of the disabled.

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**STOP TO CONSIDER**

At the National Level, the Secretary of State for Education and Science has a statutory duty under the Education Act of 1944 to see that provision for the training of teachers is adequate to meet the probable total teaching requirements of maintained schools in England and Wales.

**CHECK YOUR PROGRESS**

**Que. 1:** Write a note on autonomy of Universities in England.

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**Que. 2:** How is Teacher Education system organised in England?

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**3.5 Summing Up:**

At the National Level, the Secretary of State for Education and Science has a statutory duty under the Education Act of 1944 to see that provision for the training of teachers is adequate to meet the probable total teaching requirements of maintained schools in England and Wales. Higher education in England is provided by Higher Education colleges, university colleges, universities and private colleges. Students normally enter higher education as undergraduates from age 18 onwards. Teacher training has been emphasised in the education system of England.

**3.6 Questions and Exercises:**

1. Discuss the pattern of administration of England in respect to Higher Education.
2. Discuss the pattern of administration of England in respect to Teacher Education.

**3.7 References and Suggested Readings:**

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## UNIT- 4

### A COMPARATIVE ANALYSIS WITH INDIA

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#### **Unit Structure:**

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Aims of Education
- 4.3 Comparison of Educational Administration
- 4.4 Comparison of Primary Education
- 4.5 Comparison of Secondary Education
- 4.6 Comparison of Higher Education
- 4.7 Summing Up
- 4.8 Questions and Exercises
- 4.9 References and Suggested Readings

#### **4.0 Introduction:**

England has definitely broken with inherited social prejudices in all fields of education and entered a new period of radical reforms. However, all valuable features of old traditions whether religious, social or educational are carefully preserved and integrated in the ideal of a free and tolerant democracy based on equality of opportunity for all. Henceforward the new three A's (age, ability and aptitude) will determine the education and future vocation of a child, instead of the old three R's (reading, writing and reckoning) which for centuries were considered as ample education for the masses.

If you try to draw a comparative analysis of the education system in England and India, you will find that the education system in India focuses more on theory emphasizing on the teacher-centric approach. On the other hand, education in England provides more of a hands-on learning experience to the students, thus making it more student-centric and practical by nature. Let us try to compare the education systems of both the countries.

#### 4.1 Objectives:

- *understand* the aims of education of England,
- *compare* educational administration of England with India,
- *compare* primary education of England with India,
- *compare* secondary education of England with India,
- *compare* higher education of England with India.

#### 4.2 Aims of Education:

An educational aim in a country varies on the basis of the influence of the different factors like economy, polity, religion and social factors. In the recent years, political system of a country has acted as the most dominating factor in determining the aims and ideals of education.

##### ➤ **Aims of Education in Free India:**

The preamble of the Indian Constitution states the objectives of national policy as, “We, the people of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens;

Justice, social, economic and political;

Liberty of thought, expression, belief, faith and worship;

Equality of status and of opportunity, and to promote among them all;

Fraternity assuring the dignity of the individual and the unity of the Nation:”

These goals of the constitution reflect the national policy of Education in India.

The Secondary Education Commission of 1952-53 formulated four important aims of education as enlisted below:

- i. Democratic Citizenship
- ii. Improvement of vocational Efficiency
- iii. Development of Personality
- iv. Promotion of leadership Qualities



The Kothari Commission of 1964-66 envisaged the following aims of education:

- i. Education and productivity
- ii. Social and national integration
- iii. Consolidation of democracy through education
- iv. Development of social, moral and spiritual values
- v. Modernisation of the society

#### **4.3 Comparison of Educational Administration:**

The educational administration in the England is by nature decentralised and divided between the central Government Department, Local Education Authorities and various voluntary organisations. Relations among these groups are based on consultation and cooperation, both by direct contact between the parties and through Her Majesty's Inspectors who work as liaison officers, particularly between local education authorities and the Central Departments. For all aspects of Education in England, and for the Government's relations with the Universities throughout Britain, rests with the Secretary of State for Education and Science. The Secretaries of State for Wales, Scotland and Northern Ireland have responsibility in their respective countries for non-university education, and are consulted about education in universities. The Department of Education and Science in England, the Welsh office, the Scottish Education Department, and the Department of Education for Northern Ireland formulate the National Education policies, allocating resources and influencing the other partners in the education service (the local education authorities, governing bodies of educational institutions, the teaching profession, the churches and voluntary organisations). The Departments also take up the responsibility for the supply and training of all teachers. The provision of maintained, publicly financed, school education and most post-school education outside universities has been the responsibility of local education authorities which are funded by Central Government. The dominant characteristics of English educational administration system are its administrative decentralisation by which a large

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measure of autonomy is accorded to the local education authorities. Although the LEAs are responsible to the Ministry but they enjoy maximum power and control. The State only sets up general standards for efficient education.

The 42<sup>nd</sup> constitutional amendment in 1976 made education a subject of the concurrent list and the Central Government began to take active part in matters of education, The management of education has become a meaningful, partnership between the centre and the States. There are five levels of educational administration in India as follows:

- i. The central level of educational administration
- ii. The state level of educational administration
- iii. The local bodies
- iv. The private bodies
- v. The school level of Educational administration

#### **4.4 Comparison of Primary Education:**

A variety of nomenclatures is used in the State and Union Territories to denote the primary education in India. The number of classes forming the primary education also differs from place to place. According to the article 45 of the Constitution, education in all schools is free and compulsory at the primary level from the ages 6 to 14 years.

Primary education in England has defined limits, and begins from the time a child enters school at the age of 5 and continues till his transfer to the secondary education between ages 10 and 12 years. The primary school has two divisions-Infant School (5-7) and Junior School (7-11).

#### **4.5 Comparison of Secondary Education:**

In England, the school education between 11 and 18 years is termed as Secondary Education. The Education Act of 1944 recommended tripartite system of secondary education comprising grammar schools, secondary modern schools and secondary technical. In the words of Cramey

and Brown, in the tripartite system, “It has often been said that the cream of people go to grammar school, the milk to technical school and the skim milk to the modern school.” Admission to these schools is done on the basis of 11 plus examination. A number of LEA’s have now introduced comprehensive schools, which are generally bigger than the selective schools and provide for all forms of secondary education in a particular locality. The bilateral schools provide two forms of secondary education.

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’. 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.

#### **4.6 Comparison of Higher Education:**

The Higher Education in India is to a large extent influenced by the British Education System. Therefore you will notice commonness between both the education systems. The term ‘higher education’ with respect to India denotes the tertiary level education that is imparted after 12 years of schooling. This includes undergraduate courses such as bachelor’s degrees, postgraduate courses such as master’s degrees and doctoral programs, as well as professional courses.

In England, the term ‘Higher Education’ has been traditionally applied as a rule to the work of the university standard which can be undertaken elsewhere too. It can be broadly classified into three channels-Universities Education, Spectrum of specialized colleges and Institutions of Further Education.

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**CHECK YOUR PROGRESS**

**Que. 1:** Write a short note on the Her Majesty's Inspector of Schools.

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**Que. 2:** Discuss in detail about the Education Ministry in England.

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**Que. 3:** What are the basic features of Primary Education in England?

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**Que. 4:** Compare Higher Education System of England with India.

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**4.7 Summing Up:**

The Education System of England rests upon decentralization. According to the education Act of 1944, the Education Minister is the highest authority of education in England. Other organisations and authorities are subordinate to him. However, he has no say in the university education. The Education Minister determines the national education policy. Financial help

is provided by the Chancellor of Exchequer. The main organisation that helps the Education Minister is the education ministry headed by a permanent secretary. The Queen establishes a department for school inspection. The local education authority with its county boroughs and county boards also play an important role in the educational administration of England. Primary education is divided into nursery schools, infant schools and junior schools. It is compulsory for all. Secondary education comprises of Bilateral Schools, Multilateral Schools, Grammar Schools, Secondary Technical Schools and Secondary Modern Schools. Higher education in England is provided by Higher Education colleges, university colleges, universities and private colleges. Students normally enter higher education as undergraduates from age 18 onwards. Teacher training has been emphasised in the education system of England.

#### **4.8 Questions and Exercises:**

1. Compare the pattern of Primary Education in England with that of India.
2. “The education system in England is a partnership between National and local Government”. Elucidate.
3. Explain the system of Secondary Education in England, with special emphasis on its tripartite system.
4. Compare the pattern of Higher Education in England with that of India.

#### **4.9 References and Suggested Readings:**

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