

# Studies on the Education System in India and Germany

**Bappaditya Sannigrahi**

Ph. D. Student (Department of Education)

Shri Lal Bahadur Shastri National Sanskrit University, Delhi, India

Mob: 8240290860 / 8670510416

Email: bappasktedu[at]gmail.com

**Abstract:** *India and Germany are two of the most important countries in the modern era as far as education is concerned. India is the largest democracy in the world. India is a developing country, a large country with many religions and multidimensional diversity in political, social and economic factors. On the other hand, based on nominal Gross Domestic Product, Germany has the fourth largest economy in the world. Germany is a developed country. One of the comparisons in this paper is the objectives and curriculum of the secondary education system between India and Germany. Data were collected from various research reports, journals, research papers and various websites of secondary educational departments in India and Germany through internet. The data were critically analyzed with a logical approach considering the various factors involved. The objectives and curriculum of secondary education. The study found that as far as the objectives of secondary education are concerned, India and Germany have a lot in common. However, in the context of the curriculum, significant differences were observed in religious education, language learning, and vocational work Secondary level.*

**Keywords:** India, Germany, education, democracy, developing country, diversity, economy, developed country, secondary education, and curriculum

## 1. Introduction

Secondary education is the stage of education following basic primary education. Except in countries where only primary education is compulsory, secondary education is the last stage of compulsory education and in many other countries secondary education is absolutely compulsory with knowledge becoming a major source of wealth and happiness, the world economy is changing very rapidly. Secondary education is as important as knowledge in the international context. An international working group on secondary education in developing countries suggests that expanding educational opportunities can lead to increased incomes, expanded options, and more relevant and important skills that can help promote growth. Secondary education can be said to be the gateway to opportunities and benefits of economic and social development. Quality secondary education is essential to build a brighter future for individuals and nations. Therefore, secondary education is crucial for economic growth as well as national growth. Furthermore, investment in secondary education provides substantial social and personal returns, giving young people the opportunity to acquire attitudes and skills that are unlikely to develop 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 a vast country with many religions, multidimensional diversity in political, social and economic factors. There are many areas where India's secondary education system faces difficulties and problems. In recent years, education stakeholders in India have been constantly debating the nature and functions of secondary education; the dangling context of the school made the need for its development apparent.

On the other hand, Germany has the fourth largest economy in the world by nominal GDP and fifth by purchasing power parity. As a global leader in many industrial and technological sectors, it is the second largest exporter and the third largest importer of goods. It is a developed country with a very-high standard of living, with comprehensive social security that includes the world's oldest universal health care system. Known for its rich cultural and political history, Germany is home to many influential philosophers, music composers, scientists and inventors. In Germany, education is the responsibility of the states and part of their constitutional sovereignty.

For any country, education objectives and curriculum are very essential for any stage of education because these are the foundations of the education system. Therefore, when one is going to compare the secondary education system of two countries, it is very important to study the objectives and curriculum of secondary education in a given country. The most common goals of comparative studies are to be better informed about other countries' educational systems, the ways people of other cultures did certain social work through education, develop criteria to assess contemporary development, understand home-run educational forms and systems happen. National Institute of Educational Research (1999) conducted a study on curriculum structure at lower secondary and upper secondary level in different countries. Analysis of curriculum structure at lower secondary level revealed that almost all countries including India and Germany offered foreign language subjects, national language and mathematics courses. Germany, as in the case of India as well, offers a third language either compulsorily or optionally.

It is quite clear from the above discussion that a comparative study of the objectives and curriculum of secondary education in India and Germany is very-important.

**Volume 12 Issue 8, August 2023**

[www.ijsr.net](http://www.ijsr.net)

[Licensed Under Creative Commons Attribution CC BY](https://creativecommons.org/licenses/by/4.0/)

### The purpose of the study

1. To study and compare the objectives of secondary education in India with Germany.
2. To study and compare the curriculum of secondary education system of Germany with India.

### Method and data analysis

The study adopted the analytical survey method as it aims to compare the objectives and curriculum of secondary education in India and Germany. Data was collected from various research reports, journals and research papers of secondary education departments of India and Germany through various websites through internet. Data was analyzed logically and critically considering various factors related to secondary education objectives and curriculum.

### Aims of Secondary Education: GERMANY

#### General Objective - Lower Secondary Education

The organization of lower-secondary level schools and their educational curricula is based on the principle of basic general education, individual specialization and encouragement of students according to their abilities;

- To enhance the overall intellectual, emotional and physical development of students, to teach them to be independent individuals and to bear their share of personal, social and political responsibility
- Provide appropriate instruction based on academic knowledge that pays attention to the age-related conceptual faculty of students and the demands placed on them in their organization
- Progressively increasing the degree of specialization in view of the ability of each student and instinct;
- Maintains an open system that facilitates transfer from one type of school to another after the orientation stage.

#### General Objective - Higher Secondary Education

Within the upper secondary level, education provided in general and secondary school leads to eligibility for higher education entry. The aim of learning and work within the higher levels of the gymnasium is to achieve the Allgemeine Hochschulreife, which entitles the student to a place in higher education and enables them to begin courses of vocational training. Instruction provides in the upper secondary schools a thorough general education, a general ability for academic study, and knowledge of scientific work. Particular importance is deeply given to knowledge, skills and aptitude in German, foreign languages and mathematics. On the other hand, the education provided in vocational schools within the upper secondary level of schools leads to vocational qualifications for skilled work. The functions associated with Berufsschule (vocational school) education are to provide basic specialized vocational education and at the same time expand previous general education knowledge.

### 2.General Objectives of Secondary Education: India

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

#### A. The development of democratic citizenship

The absolute success of a well-built democracy largely depends on people's awareness of each of their rights and duties and the extent to which people fulfill their responsibilities. Students can understand relevant social, economic, and political issues, and think about the possibility of solving such problems. The objectives of secondary education should be such that they can enhance the democratic feeling of students for their nation.

#### B. Vocational-skill development

The Commission on Secondary Education pointed out that another objective of secondary education-to develop some vocational skills for students. No nation can progress without economic growth. And for sustained economic growth, the nation should encourage students to acquire vocational skills so they can be part of their country's labor force. The first duty of the state is to provide a system and means of education that provides students with some vocational and professional skills so that they can earn for their daily lives at the same time as contributing to the economic growth of the nation. Every child should be given the right to choose the profession of his choice, and he should be given the opportunity to receive the highest standard of training, knowledge and thorough education in this profession.

#### C. Development of personality

Education should aim at developing all aspects of students' personality through various training and appropriate instruction in this regard. With this in mind, most secondary schools now offer several different extracurricular activities, which complement everything that has been learned as part of the curriculum. Secondary education should be concerned not only with the general welfare of society but also with the self-realization and personal development of each student.

#### D. Developing leadership

The aim of education must be to develop leadership qualities in students, because without this education cannot make any real contribution to democracy, because then it leaves one of its most important responsibilities unfulfilled. At the secondary level, attention should be paid to discovering each adolescent's interests and abilities. Leadership is a quality that makes a nation great. No nation can develop without proper leaders and in this context secondary education should aim to nurture the quality of leadership in the student society so that in future they become great leaders to serve the nation.

### 3. Discussion

Therefore, it has become clear from the above discussion that there is no basic difference in the objectives of secondary education in the case of India and Germany. Both countries placed importance on developing democratic citizenship, developing professional skills, developing personality and building leadership qualities of the student.

#### The curriculum of secondary education-

The social, economic, political and cultural contexts of curriculum policies in India and Germany are diverse. Although the degree of emphasis varies in each country, the following factors that influence curriculum policy are as follows:

Germany has a strong progressive need to build social cohesion and national identity and preserve cultural heritage with regard to global society. Germany therefore emphasizes these issues in the preparation of the curriculum for secondary education.

On the other hand, India is concerned with equal opportunities and equality in respect of urban or rural, gender, income, disability, religion, caste, etc. Hence, India emphasizes on equality in all subjects to formulate the National Curriculum for Secondary Education.

#### The country of Germany

##### Topics in Lower Secondary Education

Core subjects in each type of school and education curriculum are German, mathematics, first foreign language, natural sciences (physics, chemistry and biology) and social sciences (history, geography) and music, art and sports are offered as compulsory or elective subjects.

A second foreign language is compulsory between 7 and 10 in the gymnasium. Expansion of foreign language lessons in the primary area, second foreign language lessons in the gymnasium are usually given from the sixth grade onwards.

Other types of schools may offer a second foreign language as an elective course. Religious education is subject to the respective laws in each country. An introduction to the profession and the world of work is an essential component of every education course and is provided either in a specialized subject such as pre-professional studies or as part of the material covered in other disciplines.

#### Subjects at the higher secondary level include:

In higher secondary, different states have different curriculum.

It is believed that it is heard here-

- Language, literature and fine arts, (e. g. German, foreign languages, fine arts, music)
- Social Sciences, (e. g. History, Geography, Philosophy, Social Studies/Politics, Economics)

- Mathematics, natural sciences and technology (e.g. mathematics, physics, chemistry, biology, information technology)

#### Matter

India has always been a very diverse country. There are different stages and each state has different boards at the secondary level. This is why the secondary layer has different material contents. However, the general:

- a) Three languages-mother tongue/regional language, modern-Indian-language and English-language.
- b) Mathematics.
- c) Science and Technology.
- d) Social Sciences.
- e) Learning the work.
- f) Industrial Education. (Micro Fine: Visual and Performance)

#### Instructional-strategy

Appropriate instructional strategies should be included in organizing activities for students and in 199 for effective transaction of course and achievement of course objectives. In India, tribute strategies such as observation, material collection and information display, demonstration and experimentation, project assignment, fieldwork, educational visits and visits to museums, fairs and places of historical importance by different teachers Playing games, participating in community singing, role-playing, dramatization, discussion, debate, problem solving, discovery learning, creative writing, supplementary reading can also be an important part of total instructional strategies, consider the background and qualifications of each student. Teachers use new multimedia and different telecommunication tools such as the Internet in the classroom as teaching tools in the classroom as well as teaching and learning. Using new resources, methods and modern technologies, teaching in German secondary schools seems easier and more effective.

### 4. Conclusion

It can therefore be argued from the above discussion that there are some important similarities and differences in the objectives and curriculum of secondary education in India and Germany. India and Germany had much in common with regard to the objectives of secondary education. Both countries emphasize enhancing the overall intellectual, emotional and physical development of students, becoming independent individuals with democratic values and ideas and learning to bear personal, social and political responsibility.

However, significant differences were observed in the context of curriculum, religious education, language learning, and vocational work at the secondary level. No state in India made professional work compulsory at the end of the curriculum at the secondary level. However, this is very important due to increasing labor market demands throughout the world. Religious education is enforced in

some German states. However, secondary education in India is devoid of religious instruction except in Madras.

## References

- [1] Buch, M. B. (ed.) (1987). Third Survey of Research in Education (1978-83). New Delhi: NCERT.
- [2] Chaube, S. P. (2003). Education abroad and in India. New Delhi: Anamika Publishers.
- [3] Chaube, S. P. (2005). Tulnatmakshiksha. Agra: Ravi Mudranalaya.
- [4] Education for All Global Monitoring Report (2012). 'Secondary education: paving the way to work'. Paris: UNESCO Publishing.
- [5] Education in Germany. (2015, April 2). Retrieved from [http://en.wikipedia.org/wiki/Education\\_in\\_Germany](http://en.wikipedia.org/wiki/Education_in_Germany).
- [6] Education in India. (2015, April2). Retrieved from [http://en.wikipedia.org/wiki/Education\\_in\\_India](http://en.wikipedia.org/wiki/Education_in_India).
- [7] Geetha Rani, P. (2004). 'Secondary Education in India: Determinants of Development and Performance'. National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110 016.
- [8] Hippach-Schneider, U., Krause, M., Woll, C. (2007): Vocational education and training in Germany: short description. Luxembourg: Office for Official Publications of the European Communities. (CEDEFOP Panorama series; 138).
- [9] International Vocational Training Cooperation: Success in Education Export. (2015, April 13). Retrieved from <http://www.bmbf.de/en/17127.php>.
- [10] Lohmar, B., Eckhardt, T. (2013). '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'. Bonn: KMK.
- [11] National Institute for Educational Research (1999). 'An International Comparative Study of School Curriculums'. Tokyo: National Institute for Educational Research.
- [12] NCERT (2003). Seventh all India educational survey. New Delhi: NCERT.
- [13] OECD GENDER INITIATIVE (2011). 'Gender Equality Education-Employment - Entrepreneurship. OECD Publishing: OECD.
- [14] Scharlowsky, V. (2007): The system of early identification of skill needs in Germany. In: Strietskallina, O.; Tessaring, M. (eds.). Systems, institutional frameworks and processes for early identification of skills needs. Luxembourg: Office for Official Publications of the European Communities. (CEDEFOP Panorama series; 135).
- [15] UNESCO (1994). 'Informatics for Secondary Education-A Curriculum for Schools'. Paris: UNESCO