

SECONDARY EDUCATION SYSTEM IN GERMANY AND INDIA: A COMPARITIVE STUDY

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ABSTRACT

India and Germany are two important countries in the modern era as far as education is concerned. India is the largest democracy in the world. India is developing the country, a vast country with many religions, multi-dimensional diversities in political, social and economic factors. On the other hand, Germany has the world's fourth-largest economy by nominal GDP (Gross Domestic Product). Germany is a developed country. In this paper, a comparison of objectives and curricula of the secondary education system have been carried out between India and Germany. It attempts to understand the significant differences between the secondary education systems of both the countries.

KEYWORDS: *Secondary Education, Vocational Skill, Curriculum, Religious Education*

INTRODUCTION

Secondary Education

Secondary education is crucial for the economic and national growth of any nation. In recent years, in India the stakeholders of education have started debating upon the nature and functions of secondary education. The need for its development has become apparent with the changing context of schooling. In Germany, there is a strong progressive need to build social cohesion and national identity with respect to global society and to preserve cultural heritage. Therefore, Germany gives emphasis on preparing the curriculum of the secondary education. Therefore, India puts emphasis on the equality in everything to construct the national curriculum of the secondary education.

Germany

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 elective subjects. Religious education is subject to the respective regulations in each Land.

Subjects at Upper Secondary Education

The different states have different curricula. However, the most common subjects are listed here- languages, literature and the arts, (e.g. German, foreign languages, fine art, and music).

India

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 a secondary level. That is why there are different contents in the 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).

DISCUSSIONS

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 the German language. In addition, they have to learn two foreign languages (but not mandatory every states). In some states, at a 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.

CONCLUSIONS

Therefore, from the above discussion, it can be argued that both the countries put emphasis on the enhancement of the overall intellectual, emotional and physical development of students and teaching them to be an 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 the case of religious education, language studies, and professional work at a secondary level. Nevertheless, in India, secondary education is free from religious education, except in case of Madras. The problem faced by the Indian education system is not so explicit.

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