

REPORT

A project work undertaken by the Department of Education on the topic "**Comparative Study of Educational System of India & United States of America**" during the Session- 2020-21. 13 Nos. of Students of Department of Education worked on this Project with the help of Departmental Teacher. This was prepared thesis work and submitted for the evaluation.

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**COMPARATIVE STUDY OF EDUCATIONAL SYSTEM OF INDIA AND
UNITED STATES OF AMERICA**

EDUCATION SYSTEM OF INDIA

Introduction:

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The ratio of public schools to private schools in India is 7:5.

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three-quarters of the population in the 7–10 age group, by 2011. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a Gross Enrolment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

Indian At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post-secondary technical schools are also private.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrolment above 96%. Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 23 lakh students over 2002 total enrolment, and a 19% increase in girl's enrolment. While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. While more than 95 percent of children attend primary school, just 40 percent of Indian adolescents attend secondary school (Grades 9-12).

STRUCTURE OF INDIAN EDUCATION SYSTEM

PRE-PRIMARY EDUCATION

The pre-primary stage is the foundation of children's knowledge, skills and behaviour. On completion of pre-primary education, the children are sent to the primary stage but pre-primary education in India is not a fundamental right. In rural India, pre-primary schools are rarely available in small villages and urban areas on the contrary. But in cities and big towns, there are many established players in the pre-primary education sector. The demand for the preschools is growing considerably in the smaller towns and cities but still only 1% of the population under age 6 is enrolled in preschool education.

- **Play group (pre-nursery):** At play schools, children are exposed to a lot of basic learning activities that help them to get independent faster and develop their self-help qualities like eating food themselves, dressing up, and maintaining cleanliness. The age limit for admission into pre-nursery is 2 to 3 years. Anganwadi is government funded free rural childcare & mothercare nutrition and learning program also incorporating the free Midday Meal Scheme.
- **Nursery:** Nursery level activities help children unfold their talents, thus enabling them to sharpen their mental and physical abilities. The age limit for admission in nursery is 3 to 4 years.
- **LKG:** It is also called the Junior Kindergarten (Jr. kg) stage. The age limit for admission in LKG is 4 to 5 years.
- **UKG:** It is also called the Senior Kindergarten (Sr. kg) stage. The age limit for admission in UKG is 5 to 6 years.

Elementary Education

Primary and Middle (lower primary (Standards I to V) and upper primary (Standards VI to VIII)) education is compulsory and free in India. Primary education begins at age 6 with Middle/Upper Primary school education ending at age 14. Schooling is offered at state-run and private schools, however, private schools often have poorer facilities and infrastructure than government schools. The regional language is the

course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

Higher Education

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

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

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

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

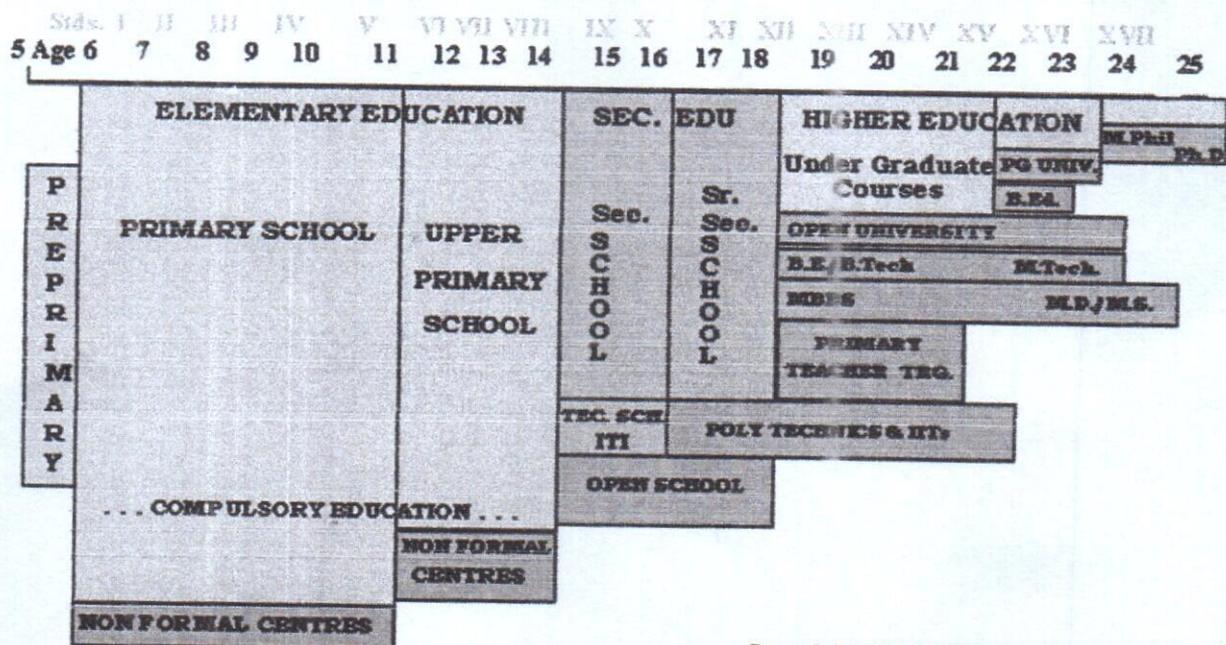
Admission to undergraduate courses generally requires completion of the Standard XII years of schooling and admittance to university depends almost exclusively upon performance on the examination. Bachelor's degrees in the fields of arts, science,

social studies, and commerce are almost exclusively three year programs. Diploma programs exist and range from 2 – 3 years in length and are provided at polytechnics, usually in a specialized engineering or technological field, and culminating in an Advanced or Post Diploma. Professional Bachelor's degrees, in the fields of Medicine, Architecture, Law, etc., vary from 4 – 5.5 years depending upon the discipline.

Admission to graduate (Master, Post Graduate Diplomas, MBA, etc.) programs is dependent upon completion of a bachelor's degree (3 or 4 years, depending upon the subject) with a Second Class pass or higher. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a minimum of two or three years and consist of research and a thesis or dissertation.

Beginning in 2015, the Choice Based Credit System (CBCS) was introduced by the UGC in attempts to encourage a more interdisciplinary approach to education and offer more flexibility and choice to students. The reform also introduced a standardized assessment and grading plan based upon a 10 point scale. Since its inception, the system has faced scrutiny by students and administrators, noting that although the system promises choice and flexibility, the infrastructure of the educational system now may be too weak yet to support the overhaul.

A Schematic Diagram Depicting the structure of education in INDIA



COMPARATIVE STUDY OF PRIMARY EDUCATION OF INDIA AND UNITED STATES OF AMERICA

	USA	India
Introduction	The purpose of primary education is to prepare good citizens or the nation. Group activities are encouraged.	In India Act 21 A has made education free and compulsory for the age group 06 to 14.
Institutions	Four types of schools are their- <ul style="list-style-type: none"> • Single teacher schools • Woman Schools • Compulsory & public schools • Duration is (1-8)class & 7&8 class 	<ul style="list-style-type: none"> • Pre primary school • Primary school (1-5) classes • Upper primary school (6-8)
Objectives	<ul style="list-style-type: none"> • Development of mother tongue 5Rs training • Physical Development • Development of citizenship • Development of democratic feeling • To develop national feelings 	<ul style="list-style-type: none"> • Develop mother tongue • Training 3Rs • Basic education 3Hs • Feeling citizenship • Develop craft skill • Character development
Curriculum	Compulsory reading & writing mother tongue & arithmetic. Social relation & religion education. Extra- Drawing, Nature Study, music, Home science	Mother tongue or regional language social studies, basic craft, nature study, drawing, health education
Teaching Methods & Techniques	<ul style="list-style-type: none"> • Play way method, • group activities, recreational activities, • physical training, homework, language treating 	<ul style="list-style-type: none"> • Playway method, • language training, • story telling method, • basic craft & drawing work, practice & drill.
Structure of primary education	<ul style="list-style-type: none"> • Single class school • Multi Classes school • Subject wise teachers • Student attendance is not compulsory • Shift system school 	<ul style="list-style-type: none"> • Operation Black Board School • Single teacher school • Universalisation of elementary education.

COMPARATIVE STUDY OF SECONDARY EDUCATION OF INDIA AND UNITED STATES OF AMERICA

	USA	India
Introduction	The fundamental Act for Secondary education was formed in 1918. This act is considered as a key for secondary education and the education is organised according to it.	The secondary education was recommended by Woods Despatch Report in 1854.
Types of school	<ul style="list-style-type: none"> • Latin Grammar Schools were first established. • Educational Academics was introduced in 1930 • Public Secondary Schools of State. • Secondary Education Schools. 	<ul style="list-style-type: none"> • Middle Schools are old. • High Schools • Junior High Schools • Basic Schools • Higher Secondary Schools.
Objectives	<ul style="list-style-type: none"> • Character Development • Developing Social Efficiency • Physical & Mental development 	<ul style="list-style-type: none"> • Personality Development • Character Development • Vocational Efficiency
Student Discipline	Here is no provision for corporal punishment for student indiscipline. The education is child centred. There are constructive committees in the secondary school.	The economic punishment is given but there is no provision for corporal punishment. The students can be ex-terminated from the school for indiscipline.
Examination System	Grading system is used at secondary stage. The grading is done subjective.	State Board is organises the examination of secondary schools.

COMPARATIVE STUDY OF HIGHER EDUCATION OF INDIA AND UNITED STATES OF AMERICA

	USA	India
Introduction	The higher education was developed in the year 1860. Science subjects were introduced 1863. Post graduate classes were introduced in 1872.	Science vedic period higher education was given Wood's despatch 1854 recommended for University education. The first college was established in 1857.
Institution	<ul style="list-style-type: none"> • Centrally administered • University department organisation • University college organisation State administered. 	<ul style="list-style-type: none"> • College/ Autonomous • Residential University • Affiliated university • Open University • Deemed University
Objectives	<ul style="list-style-type: none"> • To train for the vocational, technical & medical courses • To develop depth & broadness of the subjects. • To provide technical training & trade. • To encourage the research studies 	<ul style="list-style-type: none"> • To provide the depth of literacy & scientific subjects • To provide the training technical medical & vocational • To facilitate research studies.
Curriculum	Teacher education programme is of four years in normal schools. Health and medical courses for 7 years duration. Engineering courses are 4 years of duration. Technical education is for 5 years duration curriculum. International studies are organised.	The broad studies of the University have freedom to develop courses for their subjects. NCTE has developed courses for teacher education. The IITs for technical, agriculture universities and provision for foreign languages.
Method of teaching	<ul style="list-style-type: none"> • Lecture & question answer method • Demonstration, Laboratory & experimentation method • Assignment • Field work • Project method & Group Discussion 	<ul style="list-style-type: none"> • Lecture Method • Laboratory method • Field work • Seminar & Group Discussion • Library method • Project Method
Administration Organisation	The responsibility of higher education is to state, local bodies provide the co-operation. The universities are organised by states.	Central universities by Central Government and State Universities by State Government are organised. They have full autonomy. The State has the control.
Problems in higher education	The major problem in the international studies. The students of other countries are encouraged in vocational courses. There are variety of courses in the universities.	The state universities are financed by State as well as Central Government. There are self-financing colleges have lower down the standard of higher education. students' indiscipline, admission problem in vocational courses.

Conclusion:

Let us start with the commonalities between both sides of the world. Both USA and India have structured education system. Both countries invest a lot of money in Education field. USA collect a huge amount of money for schools as taxes and they are well utilized for the primary education. Education is free in government schools (public schools) in USA. Similarly, primary education is free in India as well through government schools. Teachers are reasonably qualified and paid in both the countries. Both countries have the private and public school system.

The official public school system in India starts with Primary School. A child has to complete 5 years to go to Primary School (1st Class to 5th Class). After primary school, child has to go to Upper Primary & Secondary School (6th to 10th). After Secondary School (SSC), the students go to Junior College (1st & 2nd Year Intermediate i.e. 11th and 12th). After Junior College, students go to Degree College (3 Years), PG (2 Years), Ph.D and Post Doctoral.

The official public school system in USA starts with Kindergarten. In most states, a child has to complete 5 years to go to Kindergarten. After Kindergarten, child has to go 1st grade, then 2nd grade and so on until 12th grade. Some public schools offer a Pre-Kindergarten as well. This is not a formal education level. In some schools, Pre-Kindergarten is meant for poor children, homeless kids, kids who cannot speak English etc. The pre-kindergarten is generally meant to prepare the backward children to get ready for formal education next year. After 12th grade, UG (4 years), MS (PG - 2 Years), Ph.D and Post- Doctoral.

To conclude, **the flexibility of U.S education system is its greatest strength.** The flexibility allows the students to know better of themselves regarding their talent, capabilities and interest, which is hard to find in Indian education system. Thus, US education system is freedom oriented (learn what you want to), and Indian system is forced (you gotta learn this). In India, all the decisions are taken by parents and they are not allowed to think independently. If flexibility is not allowed "Our education produces slaves, but American education produces Inventors." We need to promote the 'creativity' in Indian education. Graduate programs in the US are far ahead of most other countries due to the critical mass they have and the fact that they attract the best students and faculty from all over the world. In spite of many good things in

US education system, one must be careful regarding the youth are being more obsessed towards sex, alcohol, drugs, violence, etc. in USA, because India is taking up western culture very fast and once this culture occupy India, it will not take much time to ruine our education and culture.

PROJECT ON: "Comparative Study of Educational System of India and United States of America"

DEPARTMENT: EDUCATION
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SESSION-2020-21
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