



Objectives of Education of India and Britain: A Comparative Study

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Abstract

This research article is based on comparative analysis of the objectives of education of India and Britain. The objectives of this article are to study and analyze the objectives of education of India and Britain in the light of concern policies, committees and councils reports. The limitations of this study are primary level, Secondary level and university level educational objectives of india and britain. Researcher found that there are difference between India and Britain's educational objectives which is concern with religious factor, nation building, moral education, secularism and mostly citizenship.

Keywords: Educational objectives, Primary level Education, Pre-Primary level Education, Secondary level Education and University level Education.

Introduction

Education plays an important role in the development of any nation and the objectives of education create and control the picture of that nation¹. They affect the problems and progress of any nation. The present paper is based on the same objectives of education of India as well as Britain.

Objectives of the paper

i. To study the objectives of education of India, ii. To study the objectives of education of Britain, iii. To compare the objectives of education of India and Britain.

Introduction and Authentic Name of India: Bharat (Republic India), Capital-New Delhi, Type of the Government-Democratic Republic.

Introduction and Authentic Name of Britain: United Kingdom of Great Britain and Northern Ireland. Capital - London, Type of the Government-Constitutional Monarchy.

Objectives of Education

Generally the objectives of education are those which relate the moral and social development of the human beings. In real, the Objectives of education are the elements of overall development of a child. According to *Rewaline*, the education is a moral and objective based process, therefore it can never be defined that it is objective less.

The necessities of the Objectives: There are the certain objects of human life in every society. The arrangement of education is proposed only in order to fulfill the same objectives. On the basis of the same objectives, the organization of education and

the implementation of educational process are properly handled, because the knowledge of Education teaches him - "What to do?" And the pupils come to know - "What to learn?"

The development process of Education in India

After the independence, from the very beginning with the provision of Education in the constitution, various commission as well as committees has been framed in the field of education. In addition to these commissions and committees, the education commission (1964-66) has suggested always about the education. The central government declared "The National Education Policy, 1968". After the proclamation of 'this Education Policy' again in 1986, a new education policy was to be launched under a systematic program of Action.

Objectives of the Elementary Education in India" according to the Kothari Commission (1964-66): i. Physical, mental and social development by games and sports, ii. emphasis on the development of emotions, iii. The vocational Education according to interest, iv. Qualitative education, v. Compulsory education.

Objectives of the Secondary Education in India" according to the Mudaliar Commission (1952-53): i. Development of democratic citizenship, ii. Development of overall personality, iii. Progress in the vocational skills, iv. Developing of social personality.

Objectives of the University Education in India" according to the Radha Krishnan Commission (1948-49): i. To create such persons who may achieve leadership in the political, administrative and vocational field, ii. To create fore-sighted, brilliant and brave leaders, iii. To create such persons who can expand education in order to make democracy successful, make

a perennial research in knowledge, and know the truth of Human life, iv. The subjects, which are essentially to be taught in the Universities, can become the integral part of the syllabus (in the reference to the cooperative between life and knowledge), v. The spiritual uplifting of the students, vi. Overall development of the students. At present with the efforts of the ministry of Human Resource and Development Department of India, the personal investment in the University Education of India is being provoked and attempts are in progress to give way to the institutions related to the Foreign Universities for the development of the qualitative higher education.

Objectives of the latest National Policy of Education (1992): The objectives of the latest Policy of National Education (1992) are the same which had been of new National Education Policy (1986). Those objectives are as under: To do vocationally of education, and in this reference emphasis upon the vocationally in the syllabus of Secondary Education Level, To uplift the Man-Power in reference to the various scientific and technical change in the modern age, and to inform the students at the different stages of education for their utility².

Objectives of Education in Britain

In Britain, according to Education-Act (1944), there was expansion in development process of education. It is called 'Elementary Education'. In India, the Elementary Education is called 'Primary Education'.

The Objectives of 'Pre-Primary Education' in Britain: i. To impart emotional education through Lady-Teachers, ii. To make the health education and the daily-action 'Status-co' for example-wearing of clothes etc. iii. The physical, mental and social development be done in children through games and sports, iv. To make them self-dependent, v. To impart Education through Montessori and Kindergarten system, vi. To teach the various knowledge of the subjects doing co-relation, vii To increase the power of observation, viii Emphasis upon the development of the emotional knowledge, xi. To increase the ability of pronunciation and the knowledge of vocabulary.

The objectives of 'Primary Education' in Britain: i. To impart the knowledge of the study of nature, mother-tongue, mathematics, science, history, geography, music, horticulture and health-education, ii. To emphasis upon the self-expression; for example-story telling and acting etc., iii To develop the skill of observation power and handy-craft, iv. To train the girls in home-science, vi. To impart compulsory education. It is clear by the above mentioned objectives that according to the objectives of the Pre-Primary-Education of Britain, it is important to make the students self-dependent as well as it has been emphasized upon expanding the vocabulary, the skill of Pronunciation and power of observation among the students.

The objectives of 'Secondary Education' in Britain: i. Education according to the Individual difference, ii English

literature and language, Modern Foreign languages- French, German, Italian, Spanish and Russian languages; Applied Mathematics, Chemistry, Physics, Biology, History, Geography, Art, Music, Handy-craft Education. iii To promote the students for the University Education, iv. To impart Home-Science education to the girls, v. Physical education, vi. To promote scientific aptitude (through discussion and seminars), vii. compulsory religious education, viii. Scientific and technical education, ix. Education through complete and partly vocational Syllabus; for example-Home-Science, Architecture Skills etc. xi. Development of civic sense.

The objectives of 'University Education' in Britain: i. Teaching through tutorials (supplementary classes), ii. Revision through pre-knowledge, to intensify the knowledge and to develop the Research work, iii. Teaching of science students through practical, iv. To develop democratic general outlook, v. To priorities the science students through mixed syllabus, vi. Education of citizenship and social studies to the science students, vii. Study of anthropology and nature observation for the Art and science students, viii. Teaching of english language and literature with modern language. ix. Transparent and impartial examination system, x. Research work on the problem of progress of the national richness and achieving knowledge, xi. Student life divided in four parts – (1) Listening of lectures and its study, (2) Games and sports with physical exercise, (3) Study in the library and reading rooms, (4) Games, seminars and cultural program.

Comparison of the Objectives of Education in Britain and India

The comparison of the objectives of the education of both the countries has been done in two references: (A) In reference to the equalities, (B) In reference to the inequalities.

In reference to the Equalities: At the Primary level: In Britain as well as in India the objectives of physical, mental and social development have been given preference. In both the countries through genius the Primary Education has been placed in category of compulsory Education and with the emphasis upon the development of Emotion, the health education and Co-Education have been given preference.

Up to the Secondary level: Both in Britain and India, the main objective has been considered to develop the democratic citizenship. Addition to that, the development of scientific aptitude, expansion of the vocational skill and achievement in the knowledge of language has been given prime importance.

Up to the University level: Both in Britain and India, the main objective is to create democratic public outlook/opinion up to this level. The education of both the countries is in perennial process, correlating all the subjects, to expand the knowledge. The Value Education too seems to be doing well in fulfilling their objectives of creating a better society.

In reference to the Inequalities: Primary level: In India, up to this level, the education of secularism is given, while in Britain, up to this level, the religious education is important. In India, up to the Primary level, the education of home science for the female students is not proper; while up to this level, Britain imparts the education of home science to the girls in proper way. In India, up to the Primary level, the teacher may be either a man or a woman so far as the emotional education is concerned; while in Britain, only lady teachers are appointed to work in emotional field.

Secondary level: In India, up to the secondary level also, the education related to secularism is given; while in Britain, the Religious education is given preference compulsory. In India, up to the secondary level, more emphasis is given in the development of leadership; while in Britain, up to this level, the main objective is to develop the scientific and technical skill in the students. In India, up to this level, the syllabus has not been constituted to prepare the students for University level; while in Britain, the main objective of the education of this level is only to promote the students for getting the University level Education³.

University level: In India, the main objective of University level education is to create leaders i.e. to promote the power of leadership; while in Britain, up to this level, the main objective is to develop the skill of scientific and technical knowledge in the students. In India, up to the University level, it is considered to be the Prime objective of the spiritual uplifting and its many sided development of the students; while in Britain, it is of

prime importance to promote the democratic public outlook and to impart the teaching of the christianity and its religion.

Conclusion

After detailed discussion on the comparison of the objectives of Education in India as well as in Britain, we can say that both the countries may declare differences of opinion regarding systems of teaching, various skills, traditions and thinking; but the main thing in the education of both the countries is that both the countries are very much firm in promoting democratic outlook and in making powerful it, in addition to the development of feelings of democratic citizenship. "The difference between the specialties of Education depends on the various situations of the countries; but the present powerful phenomenon of both the countries shows the climax situation of their objectives of education, according to which both the nations seem efficient and civilized in the world⁴."

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