



Education Systems Around the World

Edited by: Orhan Arendale

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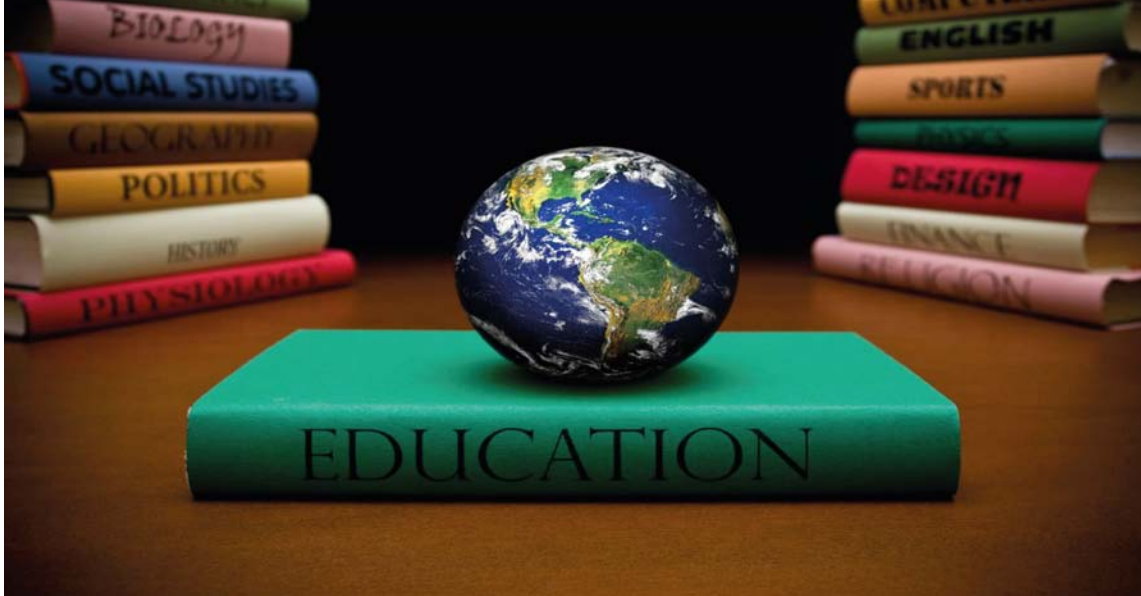


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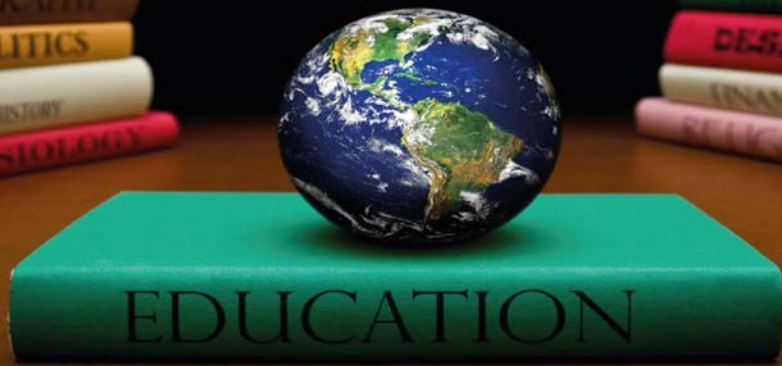
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PREFACE

Education as a sphere of integration of states usually does not enjoy the attention of the researchers. At the same time, it is obvious that the unification of the educational programs and standards is the strategic basis for the junction of states. Education based on common principles contributes to the emergence of a unified terminology, techniques, ways, and styles of thinking in different states. Every nation in the world is equipped with some form of education system, though those systems vary greatly. The major factors that affect education systems are the resources and money that are utilized to support those systems in different nations. As you might expect, a country's wealth has much to do with the amount of money spent on education. Countries that do not have such basic amenities as running water are unable to support robust education systems or, in many cases, any formal schooling at all. The result of this worldwide educational inequality is a social concern for many countries, including the United States. The concepts around internationalization are diverse, and they represent different understanding perspectives of the social and formative space. These concepts are permeated by individual, collective, and block interests that tend to strengthen certain visions of the world and society.

This book explores current systems of education in various countries and assesses their effectiveness. In the academic field, a place of dispute and contradiction, these visions about what is the internationalization of higher education and its impacts are, very often, focus of problematization and lively discussions. Therefore, it is important to understand that the discussion around the internationalization of higher education occurs inside the discussion of the own concept of globalization. In the last years of the twentieth century, in educational scope, the word globalization was being gradually replaced by the idea of internationalization, since the first notion is seen in the formative space as negative and conflicting. Informative and thought-provoking, this book is a useful reference for students, educators, and general readers on high-performing education systems.



CHAPTER

1

EDUCATIONAL SYSTEM

INTRODUCTION

The term education system generally refers to public schooling, not private schooling, and more commonly to kindergarten through high school programs. Schools or school districts are typically the smallest recognized form of “education system” and countries are the largest. States are also considered to have education systems.

Simply put, an education system comprises everything that goes into educating public-school students at the federal, state, or community levels:

- Laws, policies, and regulations
- Public funding, resource allocations, and procedures for determining funding levels
- State and district administrative offices, school facilities, and transportation vehicles

- Human resources, staffing, contracts, compensation, and employee benefits
- Books, computers, teaching resources, and other learning materials
- And, of course, countless other contributing elements

While the term education system is widely and frequently used in news media and public discourse, it may be difficult to determine precisely what the term is referring to when it is used without qualification, specific examples, or additional explanation.

Like the teaching profession, education systems are, by nature, extremely complex and multifaceted, and the challenges entailed in reforming or improving them can be similarly complex and multifaceted. Even reforms that appear to be straightforward, simple, or easily achieved may, in practice, require complicated state-policy changes, union-contract negotiations, school-schedule modifications, or countless other conditions.



1.1 MEANING OF EDUCATION

The term education has different meanings. Each person interprets the word in terms of his past experience, his needs and purposes. The parents, the teachers, administrators, religious leaders, politicians and artists interpret the term education in their own

ways. For example, to a student, education means acquisition of knowledge, receiving a degree or diploma. A statesman may claim that it means to train individuals as ideal citizens. A teacher may interpret education as means for creation a new man and new society.



The meaning of education differs from place to place and from time to time. It has passed through many ages and stages of evolution. At every stage it has had a different meaning according to existing social conditions.

The term education is derived from the Latin word 'educate' which means to 'educate', to 'bring up' or to 'draw out' the latent powers of child. Confirming to this meaning Durkheim defined education as "the action exercised by the older generations upon those who are not yet ready for social life. Its object is to awaken and develop in the child those physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially designed".

He conceives of education as "the socialization of the younger generation". Hence, education may be broadly regarded as the way in which people learn to take part in the life of society in which they live. Education is the social process by which individual learns the things necessary to fit him to the social life of his society.

Education is primarily deliberate learning which fits the individual for his adult role in society. As Counts and Mead phrase it, education is an induction into the learner's culture. It

is a deliberate instruction throughout which we acquire a large part of our social and technical skills. Accordingly says Lowie, "it is as old as organized social life. Schooling is merely a highly specialized form of education.

According to Samuel Koenig, Education may also be defined as the process whereby the social heritage of a group is passed on from one generation to another as well as the process whereby the child becomes socialized, i.e. learns the rules of behavior of the group into which he is born.

It is again believed that the term education is derived from the Latin word 'educatum' which means the act of teaching or training. Thus, education is both acquisition of knowledge or art of teaching and learning of values, norms and skills.

The education a system, first of all, may be viewed as a part of the total social system. It both reflects and influences the social and cultural order of which it is a part. However, in modern society, education is viewed as formal training. As A.W. Green writes, Historically, it (education) has meant the conscious training of the young for the later adoption of adult roles.

By modern convention, however, education has come to mean formal training by specialists within the formal organization of the school". Education, according Western scholars, is deliberate and organized activity through which the physical, intellectual, moral and spiritual potentialities of the child are developed, both in individual as an individual and also as a member of society.

So that he may lead the fullest and richest life possible in this world. All practical aims such as the development of character, the attainment of knowledge both for use and enjoyment, the acquisition of skills, the making of worthy citizen and others that have been proposed from time to time are subordinate to the ultimate aim in life.

The educational system may be viewed as subsystem within social organization of its own. It has a system of status and roles, a body of skills, values and traditions. Each schools and each classroom within the school forms an interacting group.

1.1.1 Types of Education

Education refers to the development of the learning and thinking process. It goes beyond the four walls of the classroom. It is all about gaining experience and therefore we can divide education into three main types:

- Formal Education
- Informal Education
- Non-formal Education

Formal Education

This is also known as formal learning which usually takes place within the premises of the school. It refers to the basic academic knowledge that a child learns in a formal manner.

This continues from an elementary school to secondary school and further on to colleges. Such an education is provided by specially qualified teachers who are efficient enough with the art of instruction.

The student and the teacher are both aware of the facts and engage themselves through a process of education. Some of the examples of formal education are classroom learning, Institute grading/certification, or planned education of different subjects with a proper syllabus acquired by attending an institution.



Examples of Formal Education

- Learning in a classroom
- School grading/certification, college, and university degrees
- Planned education of different subjects having a proper syllabus acquired by attending the institution.

Characteristics of Formal Education

- Formal education is structured hierarchically.
- It is planned and deliberate.
- Scheduled fees are paid regularly.
- It has a chronological grading system.
- It has a syllabus and subject-oriented. The syllabus has to be covered within a specific time period.
- The child is taught by the teachers

Advantages of Formal Education

- An organized educational model and up to date course contents.

- Students acquire knowledge from trained and professional teachers.
- Structured and systematic learning process.
- Intermediate and final assessments are ensured to advance students to the next learning phase.
- Institutions are managerially and physically organized.
- Leads to a formally recognized certificate.
- Easy access to jobs.

Disadvantages of Formal Education

- Sometimes, brilliant students are bored due to the long wait for the expiry of the academic session to promote to the next stage
- Chance of bad habits' adoption may be alarming due to the presence of both good and bad students in the classroom
- Wastage of time as some lazy students may fail to learn properly in spite of motivation by the professional trainers.
- Some unprofessional and non-standard education system may cause the wastage of time and money of the students which leads to the disappointment from formal education and argue them to go for non-formal education.
- Costly and rigid education as compare to other forms of learning

Informal Education

Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle.

People can also get an informal education by reading many books from a library or educational websites.

Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home.

Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.



Examples of Informal Education

- Teaching the child some basics such as numeric characters.
- Someone learning his/her mother tongue
- A spontaneous type of learning, "if a person standing in a bank learns about opening and maintaining the account at the bank from someone."

Characteristics of Informal Education

- It is independent of boundary walls.
- It has no definite syllabus.

- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- It is a lifelong process in a natural way.
- The certificates/degrees are not involved and one has no stress for learning the new things.
- You can get from any source such as media, life experiences, friends, family etc.

Advantages of Informal Education

- More naturally learning process as you can learn at anywhere and at any time from your daily experience.
- It involves activities like individual and personal research on a topic of interest for themselves by utilizing books, libraries, social media, internet or getting assistance from informal trainers.
- Utilizes a variety of techniques.
- No specific time span.
- Less costly and time-efficient learning process.
- No need to hire experts as most of the professionals may be willing to share their precious knowledge with students/public through social media and the internet.
- Learners can be picked up the requisite information from books, TV, radio or conversations with their friends/family members.

Disadvantages of Informal Education

- Information acquired from the internet, social media, TV, radio or conversations with friends/family members may lead to the disinformation.
- Utilized techniques may not be appropriate.
- No proper schedule/time span.
- Unpredictable results which simply the wastage of time.

- Lack of confidence in the learner.
- Absence of discipline, attitude and good habits.

Non-formal Education

Non-formal education includes adult basic education, adult literacy education or school equivalency preparation.

In nonformal education, someone (who is not in school) can learn literacy, other basic skills or job skills.

Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities.

Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

Examples of Non-formal Education

- Boy Scouts and Girls Guides develop some sports program such as swimming comes under nonformal education.
- Fitness programs.
- Community-based adult education courses.
- Free courses for adult education developed by some organization.
- Characteristics of Non-formal Education
- The nonformal education is planned and takes place apart from the school system.
- The timetable and syllabus can be adjustable.
- Unlike theoretical formal education, it is practical and vocational education.

- Nonformal education has no age limit.
- Fees or certificates may or may not be necessary.
- It may be full time or part-time learning and one can earn and learn together.
- It involves learning of professional skills.

Advantages of Non-formal Education

- Practiced and vocational training.
- Naturally growing minds that do not wait for the system to amend.
- Literacy with skillfulness growth in which self-learning is appreciated.
- Flexibility in age, curriculum and time.
- Open-ended educational system in which both the public and private sector are involved in the process.
- No need to conduct regular exams.
- Diploma, certificates, and award are not essential to be awarded.

Disadvantages of Non-formal Education

- Attendance of participants is unsteady.
- Sometimes, it's just wastage of time as there is no need to conduct the exam on regular basis and no degree/ diploma is awarded at the end of the training session.
- Basic reading and writing skills are crucial to learn.
- No professional and trained teachers.
- Students may not enjoy full confidence as the regular students enjoy.
- Some institutes provide fake certification through online courses just for the sake of earning.

1.1.2 Aspects of Education

Now, we can indicate several sociological aspects of education. First, learning is a creative experience. When a man responds to stimuli, he acts in a creative manner. In other words, education is a creative act for the learner. Second, education is of two ways of learning such as informal education and formal education.

The first serves continuously through life, as mechanism for learning as well as for reinforcing previous learning. Third, formal education is a socially devised technique, a highly elaborated procedure for creating situations in which the pupil may learn. Individuals go through formal education only a Short period of their life.



Forth, education is both the living of life (in the network of social relationships, in the classroom and outside) and a preparation for life. Preparation for life involves (a) capacity to earn a livelihood, (b) capacity to enrich one's life through enjoyment of the cultural heritage and of one's inner resources, (c) capacity to function efficiently and constructively as a member of society, as a citizen of the State. Fifth, education involves (a) mastery of the tools of learning, such as reading, writing arithmetic and (b) mastery of our relations to our inner self, to our neighbor, to the universe.

Education is interpreted in two senses, “narrow’ and ‘broader’ sense. Education, in narrow sense, is a planned, organised and formalised process. It is imparted at a particular place (School, College, and University) and at a definite time. Its curriculum is also formal. In narrow sense education is limited to classroom. In broader sense education is not related to schooling or teaching.

Each and every individual acquires some sort of education, even he has never spent a day in a school, because his acquired characteristics are the products of experiences and activities which are the products of experiences and activities which are educational in nature. Education, in wider sense, is used for the purpose of teaching people all characteristics which will enable them to live in the society.

Education is a continuous ‘process’. Education of human being begins at birth and it ends with his death. He learns throughout his life. There is no end to it. Education is much more than schooling. The child goes on reconstructing his experiences throughout the whole life. Instruction ends in the classroom, but education ends only with life.

1.1.3 Etymological Meaning

Etymologically speaking, the word education is derived from the Latin word ‘educare’ meaning ‘to raise’ and ‘to bring up’. According to few others, the word ‘education’ has originated from another Latin term ‘Educere’ which means ‘to lead forth’ or ‘to come out’. These meanings indicate that education seeks to nourish the good qualities and draw out the best in every individual. Education seeks to develop the innate or the inner potentialities of humans. Some other educationists believe that the word ‘education’ has been derived from the Latin term ‘Educatum’, which means the act of teaching or training. The meanings of these root words lead us to believe that education aims to provide a nourishing environment that would facilitate or bring out and develop the potentialities in an individual.

you will find that education is defined as “the aggregate of all the processes by which a person develops abilities, attitudes and other forms of behaviour of practical values in the society in which s/he lives; the social process by which people are subjected to the influence of selected and controlled environment (especially that of the school), so that they may obtain social competence and optimum individual development”. The concept of education has been used in a variety of contexts with different meanings. To give a precise definition of education, just as we define certain concepts in science or other technical subjects, is difficult, as there is no one meaning of education held in common by people.

1.1.4 Narrow and Broader Meanings of Education

Narrow Meaning of Education

You must have come across people who consider that instruction imparted in schools and higher education institutions is nothing but education. The aims of education in these contexts are measured in terms of degrees or certification or promotion. There is a deliberate effort made with a definite purpose to develop certain amount of knowledge, skills, attitudes and habits in these institutions. This is a narrow concept of education, which is confined only to a few specific, deliberate, and planned efforts that have a bearing on the development of the individual. The educator, in the narrow sense, aims at producing the literate or a professional person such as an engineer, a doctor, a teacher, a businessman and so on. Here, the individual is deliberately ‘taught to think’ as predetermined by the educators. Thus, in a narrow sense, education is nothing, but a purposeful activity, deliberately planned for the optimum development of an individual’s potentials.

Broader Meaning of Education

In the broader or wider sense, education is not limited to a classroom or a school only. It is considered to be a life long

process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally) are termed as education. The broader view considers education as an act or experience that has formative or additive effect on the personality of an individual. It is believed that education is not only an instrument of social change, but also an investment in national development. Such a view of education encompasses all life experiences, as there is a shift in emphasis from individual development to national development. It is considered that education is a life long process that includes all experiences that the child receives in the school or at home, in the community and society through interactions of various sorts and activities. The broader meaning of education implies the process of development, wherein the individual gradually adapts himself/herself to various ways to his/her physical, social and spiritual environments.

Education as Process and Product

There is always a controversy whether education is a process or a product. Mostly, we consider education as a product, that is, something that has been produced as a result of certain inputs which in this case is instruction or experiences. In this sense, it is the sum total of what is received through learning – the knowledge, skills, values that are the outcomes of learning. The concept of education as acquisition of knowledge was prevalent since the beginning of history of education. Many literature sources and the religious doctrines have propounded that 'knowledge is power' and 'knowledge is virtue'. Even now it is believed that knowledge leads to wisdom. Education becomes a product only when it assimilates the culture of any society, and is transmitted from one generation to another. Education fosters values in people, which are universally accepted as valuable at a given point of time. Transmission of knowledge or skills which takes place as a purposeful activity in a variety of ways could be termed as the product of education.

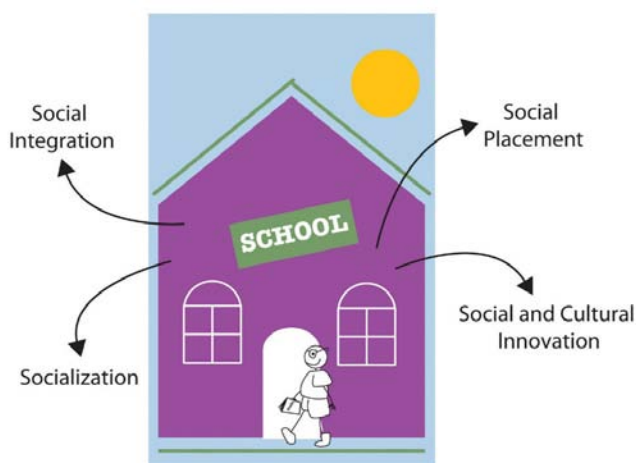
Education can also be referred to as a process. In this sense, education is referred to the act of developing the intellect, critical thinking abilities, social and cultural understanding, and understanding of one's own self. Education is considered as an active and a dynamic process which takes place continuously during one's life by way of various experiences through either in a formal or in an informal manner. The individual continuously learns. In this process, he or she learns to utilise one's experiences in learning new things and also to reconstruct new things in the place of old ones. Thus the learning takes place throughout life which is an active and a dynamic process. This dynamic process is nothing but education. So, it can be said that education is a product as well as a process.

1.1.5 Processes of Education

Though you must be familiar with some of the processes of education but let us discuss some of these processes for the sake of convenience and understanding. The process refer to activities that take place under the umbrella of education and the way these activities take place. You will be tempted to say that in educational processes reading takes place or the writing takes place. You may also say that educational processes are nothing but teaching and learning. But educational processes may include many things besides teaching and learning. It may include understanding, training, instructing, developing skills, acquisition of knowledge or information and much more. The processes could also include the verification of knowledge, revision and reinforcement as well as creation of new knowledge. Education is also a process of learning values, attitudes, norms and attributes of culture. It is a process of understanding social interaction, knowing traditions, religions, etc. All these processes lead to the education of the child. The processes of education include the socialisation of the child; development of his/her personality, physical, social, emotional and cognitive development, as well as harnessing the innate potential. These processes of education are practised through several means and modes.

1.2 SOCIAL FUNCTIONS OF EDUCATION

Education as social institution, plays a vital role in our society. The function of education is multidimensional within the school system and outside it. It performs the function of socialising the individual for a variety of social roles and development of personality. It is also an important part of the control mechanisms of society. Education is a necessity right from the simple society to modern complex industrial society.



Socialization

The most important function of education is socialization. The people have no knowledge about the culture of their society. They must learn them and they must learn the way which their society is functioning. Hence, the children as they grow up must be introduced into the culture which they are going to face.

Society, therefore, provides a conscious teaching programme to inculcate values, norms and social skills that will fit the individuals for their adult role in society. Society creates educational institutions such as school and colleges to perform certain functions in accomplishing this general end.

Besides, providing the children with tools of knowledge – how to write, spell and master arithmetic, the school also exposes them to social norms and values beyond those which are available for learning in the family and other groups.

The learners acquire academic knowledge through schools and college which they will need latter on and some will be practical or technical to fit him for some sort of job. At the same time the schools and colleges inculcate social values and norms among them.

Though people learn a great deal from their parents or in clubs and among groups of friends, they learn more of the culture of their society through educational system. For it is in the educational institutions that the young are exposed to social norms and values beyond those which are available for learning in the family and other social groups. History books tend to be written from an ethnocentric viewpoint and to inculcate nationalistic attitudes.

Through education, the child is able to develop reasoning in social relations, cultivates social virtues and thus becomes socially efficient as says Dewey. When he speaks about social efficiency, he refers to economic and cultural efficiency, and he calls it 'socialization of individual'. Thus, education, may be only part of the process of socialisation, but it is a very important part.

Development of Personality

Education plays an important role in the development of personality. The object of education, as said Durkheim "is to awaken and develop in the child those physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially designed". Education helps the development of the qualities of an individual, such as physical, mental and emotional make-up as well as his temperament and character.

The self, the core of personality, develops out of the child's interaction with other. Subsequently, the habits, traits, attitudes

and ideals of an individual is patterned by the process of education. A learner's personality is also developed indirectly when he is encouraged to form his own attitudes and values by studying outstanding people in history and literature. Moreover, a learner is also influenced by the outlook and attitudes of fellow students and teachers.

Social Control

Education plays a vital role in regulating individual behavior through transmitting a way of life and communicating ideas and values to the new generations.

One way that education contributes to the regulations of social conduct, says Bottomore, "is in the early socialization of the child". In order to transmit its social heritage and survive as a social order all societies develop educational systems to train its younger generations. The young must be consciously trained for their adult roles to maintain the society. Through the process of education society regulates the behavior of its members and enforces conformity to its norms.

"Education in a broad sense", as says Bottomore, "From infancy to adulthood, is thus a vital means of social control". Formal education in modern societies communicate ideas and values which play a part in regulating behavior. The new generations are instructed to observe the social norms, the violation of which may invite punishment.

Social Integration

Education, by imparting values, also integrates people into the broader society. The curriculum of the school, its 'extra-curricular' activities and the informal relationship among students and teachers communicate certain values and social skills such as cooperation or team-spirit, obedience, fair play.

Determination of Status

Determination of status of an individual is an important function of education. Amount of education is a good indicator of socio-economic status, from lower working class to upper class, education leads to economic opportunity. It is through education young people secure higher status jobs than their parents. With higher incomes they come to associate with the persons of higher status. Thus, education provides the channel to better socio-economic status.

Provides Route for Social Mobility

Educational qualifications increasingly form the basis for the allocation of individuals to social statuses and social mobility. There has been steady move from one status to other due to educational attainment. An industrial society like United States or Great Britain places increasing emphasis on the attainment of both of the skills acquired in elementary, secondary and higher education and of the educational credentials that a person has acquired the skills for a job.

The educational system is expected to provide opportunity for social and economic mobility by selecting and training the most able and industrious youth for higher-status position in society.

The educational system places those with the greater abilities and training in higher positions and those with the lesser abilities and training in lower ones. Thus, education tends to generate vertical social mobility by increasing their earning power and by preparing them for higher-status occupation than that of their parents.

The educational system whether industrial societies or in developing societies like India tend to create and maintain a broad division between elites and masses, between education for intellectual and for manual occupations. Such differentiation within the educational system is closely linked to the system of social stratification and mobility.

Social Development

Skills and values learned in education are directly related to the way to which the economy and the occupational structure operate. Education trains the individuals in skills that are required by the economy. In modern planned economy the output of skilled people must be consciously geared to the economic and social priorities of the society. That explains the vital role of education in social development. Literacy, for example, stimulates economic and social development and that is why all developing countries have undertaken large-scale literacy programmes.

Literacy increases political consciousness among poor people who now organize themselves into various forms of organization.

1.3 BASES OF EDUCATIONAL GOALS

The educational goals are drawn from different sources. These are: (a) Desires and aspirations of the society, and (b) Vision about an educated individual.



1.3.1 Social Desires and Aspirations

The human society operates at different levels, such as global, national and provincial or sub-national. The aspirations of the society cannot be the same at all levels because of variations in needs, challenges and opportunities.

Global Aspirations

The aspirations of the global society are reflected in the charters of the United Nations, and its specialised organs like UNESCO (United Nations Educational Scientific and Cultural Organisation), international laws and treaties, declarations and resolutions adopted by the General Assembly of the United Nations, and the report of the International Commissions on Education. As per its charter, the United Nations was established to maintain international peace and security. To this end, it takes effective collective measures for the preservation and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace. It also aims at achieving international cooperation in solving problems of economic, social, cultural or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion. The human rights elaborated in the Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations on 10 December 1948, provide a common standard of 'achievement for all people and all nations'. It emphasises that all human beings are born free and equal in dignity and rights; everyone has the right to life, liberty and security; no one shall be held in slavery and subjected to torture or inhuman treatment; all are equal before the law and are entitled without any discrimination to equal protection of the law, and everyone is entitled to all the rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. The Convention on the Elimination of all Forms of Discrimination against Women adopted by the General Assembly of the United Nations in 1979 condemned discrimination against women in all its forms and emphasised the need to embody the principle of the equality of men and women in their national constitutions and to adopt appropriate legislative and other measures prohibiting all discrimination against women. The convention on the Rights of the Child adopted by the General Assembly of the United Nations in 1989 re-emphasised that the child, by reason of his physical and mental immaturity,

needs special safeguards and care including appropriate legal protection, before and after birth. It further emphasises that every child shall have the right to freedom of the thought, conscience and religion and the disabled child shall have the right to special care on account of his/her special needs. It enjoins on the national governments to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, and maltreatment or exploitation including sexual abuse. B. Lindqvist, UN Rapporteur, in 1994, observed:

“All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education system that have a right to certain types of children. Therefore, it is school system of a country that must be adjusted to meet the needs of all children.”

Besides adopting declarations and conventions on human rights and freedoms, the United Nations has also adopted a number of declarations and accords on environmental pollution and protection, global warming, energy conservation, reduction in carbon emissions, sustainable development, conservation of natural resources, etc. These efforts of the international community have emphasised the responsibility of the present generation to leave behind the resources and kind of earth worth living for the future generations.

Emphasising the role of education, the UNESCO charter states that since the wars begin in the minds of human beings, the defences of peace shall have to be constructed in minds only. This profound statement brings to the fore the potential of education to guide and facilitate the desired change in the perceptions and attitudes of human beings. Therefore, the potential of education needs to be exploited to promote peace and inculcate respect for human rights and fundamental freedoms.

In nutshell, the global society aspires for the establishment of:

- World order free from injustice, exploitation and discrimination;

- World order based on universal respect for human rights and freedoms;
- Peaceful world committed to the resolution of conflicts through peaceful means; and
- World community conscious of its responsibility and obligation towards the future generations.

National Societies

Being part of the global society, most of the nations, to a large extent, share their aspirations with global societies, with modifications in accordance with their historical and cultural traditions and current developmental status. The aspirations of a national society are reflected in its constitution, laws and policy pronouncements. An under-developed society aspires to improve its position on various developmental indicators and a developing society may aspire to strengthen its clout and prestige in the comity of nations. A liberal democracy may strive to develop democratic values, openness and liberal attitudes, while a totalitarian and authoritative society may expect citizens to conform to the established norms. A secular society expects its citizens to develop secular values and rational outlook. A multilingual, multireligious and multicultural society may aspire to promote national and emotional integration, and develop feelings of togetherness and respect for diversity. It is well known that many societies in the world do not allow women equal opportunities for development, while liberal democracies do not allow any type of discrimination on the basis of gender. A theocratic state gives preferential treatment to the citizens following a particular religion. A national society generally experiences tension between its urge to get integrated with the world society and to preserve its separate national and cultural identity and promote its world view.

Sub-national Societies

A number of nations in the world having federal set up are divided into geographical regions with concentration of people

belonging to a particular ethnic or linguistic group. In India, each state constitutes a distinct socio-cultural unit. Each unit not only shares aspirations of the bigger India as well as global society but has quite a few its own aspirations which inform the formulation of state-specific educational goals. For example, each unit may nourish a desire to get integrated with the national stream and make a mark in different spheres of human activity like science, technology, industry, sports, education, etc. At the same time, it may have an urge to preserve its separate cultural identity along with its customs and traditions and promote its language, way of life and art forms. Thus, while formulating educational goals, a society needs to take into account social aspirations at all the three levels, namely, global, national and sub-national. It has to strike a balance if the aspirations at different levels are at variance from each other, and set long term and short term priorities.

1.3.2 Vision about an Educated Person

In our conversations we often differentiate between an educated and an uneducated person. We expect an educated person to possess certain characteristics which an uneducated person normally does not possess. But all the human beings do not have the same vision about an educated person as it depends

on their educational, social and professional background. Likewise, the vision of different societies about an educated person depends on their nature as well as on their social, political and economic goals. A secular society expects an educated person to be liberal in outlook, a democratic society expects an educated person to be tolerant towards conflicting view points, and a socialist society perceives the educated person as the one who possesses scientific and rational outlook and cooperative attitude. In a religious society, a person who believes in the existence of a supreme power and perceives the human beings as a reflection of the supreme is considered an educated person.

You know that a person is called upon to perform different roles in different situations. In some situations, he/ she behaves as a

learner; in the work place, he/she acts as a worker; and in social situations he/she functions as a citizen. Above all, his/her overarching role as a human being permeates in all other functions. As a learner, an educated person demonstrates his/her inclination to seek truth through acquisition and construction of knowledge. As a worker, he/she observes higher standards of work ethics and strives to improve the quality of his/her work through application of theoretical knowledge related to the field. As a citizen, an educated person values the constitutional principles and always gives precedence to the unity and progress of the nation vis-à-vis his/her personal interests or those of the community. As a human being, an educated person rises above the narrow considerations of caste, creed, region or nationality.

Realising the importance of self-knowledge, the Delors Commission recommended that it should be integral part of education curriculum at all levels. We all know that human beings know much about natural phenomena, social phenomena, the achievements and failings of other human beings, societies and nations, but have very little knowledge of their own self. An educated person not only understands his/her own strengths and weaknesses but has the capacity to examine his/her beliefs, values, attitudes and prejudices. He/she has the capability to further strengthen his positive thinking and attitudes and capacity to evolve strategies to get rid of negative feelings and attitudes.

You have learnt that educational goals are derived from the aspirations of the global, national and sub-national society. The maintenance of peace, resolution of conflicts through peaceful means and inculcation of respect for human rights and fundamental freedoms are the most obvious aspirations of the global society. Besides sharing the aspirations of the global society, a national or a subnational society aspires to make a mark at the international and national levels, respectively. The aspirations of a nation are reflected in its constitution and policy statements adopted from time to time. The educational goals across societies differ because of variations in their aspirations. The vision of an educated person is another source for the formulation of educational goals. The

vision of an educated person in a society depends on its nature as well as on its social, political and economic goals. As a learner, an educated person not only acquires knowledge through different sources, but also constructs knowledge on the basis of his personal experiences and observations. As a citizen, he has faith in the social and political ideals of the society. Besides possessing knowledge of self, an educated person also has the ability to analyse his own strengths, weaknesses, beliefs, attitudes, prejudices, etc.

1.3.3 Nature of Educational Goals

Educational goals are derived from the vision of a society about its future aspirations, and about the qualities and values of an educated person. This implies that educational goals belong to two broad categories, namely, social goals and individual goals. Some of the goals in the two categories have universal character, that is, these goals are common across cultures and nations. On the other hand, there may be certain goals which are specific to a country or group of countries. In this section, an attempt has been made to examine some important features of educational goals.

Universality

You might have read or heard that education aims at the 'all round development' of the child's personality. Some educationists hold the view that one of the goals of education should be to enable a person to realise his/her potential. That is, through the instrumentality of education, a child should be equipped to become what she is capable of becoming. You will realise that this statement has a universal appeal and, therefore, is equally relevant for almost all countries of the world.

The UNESCO's Commission on Education in the 21st Century, headed by Jacques Delor, in its report *Learning the Treasure Within* (1996), identified the following four pillars of learning which ought to be the basis for the organisation of education in any part of the world.

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be

Learning to Know

A student has to continuously strive to 'know' things by adopting a variety of methods such as reading, listening, questioning, discussion, exploration, observation, experimentation, etc. However, it is not enough for a person to obtain information about certain things or to know certain facts. He must develop the ability to examine the obtained facts and pieces of information to arrive at conclusions leading to learning of concepts and principles. In other words, a learner should be enabled to learn 'how to learn' and not only to acquire knowledge on her own but also to construct knowledge on the basis of her own observations, experimentation and analysis of available data.

Learning to Do

In addition to acquisition of knowledge and reflection on concepts and principles, a person in today's world has to pick a large number of work skills for day-to-day life and also for specialised work situations. It is for this very reason that some sort of work education or work experience is included in the school curricula all over the world.

However, this does not mean that learners can learn work skills only in work education classes. Instead 'work' has to be made integral to all learning areas in the school.

Moreover, with the advancement of existing technologies and emergence of new technologies, learners have to continuously renew and upgrade their skills. The learners need to develop the attitude that all work is dignified.

Learning to Live Together

In the present day's world, there are tensions and conflicts at all levels between individuals, between ethnic groups, between racial groups, between religious groups, and between the nation states. In many families, different members sometimes find it difficult to get along with one another. Within a nation state, there are sometimes tensions among various linguistic, religious, regional or ethnic groups because of conflicting interests and aspirations. Also, many countries in the world have strained relations with other countries, especially with their neighbours. In view of the above mentioned realities of the present day world, individuals, groups of people and nations must learn to live with others in harmony which is possible if they are not only tolerant towards others' viewpoints, but also show genuine respect for them.

Learning to Be

Every individual is born with potential for certain mental abilities. During the process of growing up, she gets opportunities to realise her potential through the instrumentality of formal and informal education. She also develops her own viewpoints, beliefs and value systems on the basis of critical analysis of her own observations and experiences and knowledge of social aspirations. In addition, she has to learn to actualise his potential in different spheres, that is, she has to persistently strive to become what she is capable of becoming. A student must learn to acquire knowledge about her own 'self', that is, she should develop the ability to identify her strengths and weaknesses and to develop a viewpoint on various social and moral issues and accordingly develop principles governing her conduct in different situations.

Country Specificity

In addition to universal goals, each country also formulates its own educational goals in tune with its culture, polity and economy. As the world is fast becoming a global village, the countries aim

to produce citizens who not only have faith in socialist ideology but also practise socialist values in life. Likewise, you must have noticed that, in recent years, there is fast development in the societies, fast means of transport and communication, and large scale migration of people from one country to another. As a result of such migration, countries like United Kingdom (UK), Australia, USA, Canada and many others have adopted 'multiculturalism' as a goal of education to promote respect and harmony among different cultural groups. A country like India, with multiple diversities based on religion, language, ethnicity, etc., emphasises 'national and emotional integration', or development of national unity and spirit of togetherness as the goals of education. A democratic country like India emphasises development of democratic values like tolerance, accommodation and respect for divergent viewpoints. In such a society, the vision of educated person is that of a true democrat. On the other hand, counties at different stages of industrial development, formulate their educational goals in accordance with their needs of industrial growth in future. 'Acceleration of modernisation' is generally accepted as goal of education in societies which are relatively backward on various indicators of modernity.

Responsiveness to Changing Socio-Economic Realities

The educational goals in every society periodically undergo a change in tune with changing social realities and aspirations. While pleading for the introduction of English education in India, Lord Macaulay had stated that his aim was to provide such education to Indians which will equip them to run the government offices in the country. During the entire British period, educating Indians to become loyal citizens to the British Empire remained the goal. However, after independence, national development based on the principles of democracy and secularism was accepted as the goal. A number of countries during the past few decades have accepted 'multiculturalism' as the goal after they accepted migrants from different countries. The educational goals in the present day Russian Federation cannot be the same as it had as a part of USSR.

As the world in the 21st century shall be different from the world of the 20th century in several ways, it will have different educational goals too. Recognising the need for having different educational goals and strategies in the 21st century, the UNESCO appointed a Commission.

1.3.4 Functions of Educational Goals

The well-articulated educational goals are the major source from which objectives of different stages or different sectors of education are derived. Likewise, the objectives of different curricular areas are also influenced by the educational goals. The educational goal of 'skilled and qualified manpower' shall lead to 'expansion and diversification of technical education', as an objective of higher and technical education. The 'modernisation of society', as a goal shall mean promotion of science and technology and 'development of scientific temperament' as objectives of curriculum. The educational goals also impact educational programmes, curricular provisions and curriculum transaction methodologies. 'Enhancing productivity' as a goal shall necessitate introduction of 'work education' and 'vocational courses' in schools, colleges and technical education institutions. It shall also necessitate development of proper work ethos and approaching all types of work as dignified. 'National and social integration', as a goal, shall necessitate 'inclusion of the study of different cultures and life and people of different states', in the curriculum. The above examples indicate that the educational goals, evolved on the basis of consensus, set the parameters for setting the curricular objectives, content of curriculum, evaluation procedures, educational schemes, financial targets, etc. The clarity about the targets to be achieved leaves little scope for any doubt or confusion about the programmes or schemes to be launched or interventions to be made. The well-articulated goals serve as the lighthouse which makes it easier for the wandering ships to move forward in the right direction to reach their destination. The usefulness and desirability of any educational intervention is determined against the criteria of educational goals. In short,

the educational goals are the targets which are sought to be achieved through the implementation of a variety of educational programmes and schemes. The curricula and teaching-learning materials should be such as have the potential to realise the goals of individual and social development. The educational goals thus serve as the basis for delineating objectives of different levels (elementary, secondary, collegiate) and sectors (technical, vocational, professional). The educational goals also provide direction to the task of educational planners and administrators, curriculum development institutions, examining bodies and teachers. In the absence of properly articulated goals, adhocism may prevail in the work of the above mentioned persons and institutions.

1.4 TYPES OF GUIDANCE

The top three types of guidance in school are:

1. Educational Guidance
2. Vocational Guidance
3. Personal Guidance.



1.4.1 Type # 1. Educational Guidance

Educational guidance has secured an important place in the field of guidance meant for the students. It is not a recent attempt by the modern guidance workers. It is concerned with every aspect of education especially meant for the students. It is an intellectual attempt which is concerned mainly with different problem relating to choose suitable courses for students, to complete it smoothly, to prepare students for future vocations etc.

It is designed to help students to achieve success in different, phases of education starting from primary education to its end including vocational preparation. Therefore much more care should be seriously and sincerely viewed by the guidance experts. Before high-lighting on different relating facts regarding educational guidance it is the first and foremost task to define educational guidance at a glance.

Objectives of Educational Guidance

It is obvious that the objectives of educational guidance can be easily determined the broad sketch of objectives of education. Keeping same thing in the mind the physical, mental, social, emotional and spiritual development of the individual can be considered as the most important objectives of educational guidance. In this context the proper and due care must be taken for the all round development of the students.

The following objectives may be kept in the mind to determine the objectives of educational guidance:

- The objective of self realization.
- The objective of human relationship.
- The objective of economic efficiency.
- The objective of civic responsibility.

The above four objectives especially give much emphasis on the personal and social development of the students as a result of which they may be able to achieve healthy social relationship and

economic prosperity in the society. So that one is recognized as a good citizen of the nation.

These are as follows:

- Select the curriculum that best fits his abilities, interests, and future needs.
- Develop work and study habits that enable him to achieve satisfactory success in his studies.
- Gain some experience in learning areas outside the particular field of his special interests and talents.
- Understand the purpose and the function of the school in relation to his needs.
- Discover all that he has to offer and plan a programme of studies accordingly.
- Learn about the purpose and function of the college or school he may wish to attend later.
- Elect, try out courses or exploratory courses in order to gain insight in to learning areas that still lie ahead.
- Participate in out-of-class activities in which he can develop potential leadership qualities.
- Appraise his fitness for continued study in a college or other school or in a particular vocation.
- Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.
- Adjust to the curriculum and the life of the school.

After a careful and intensive study of the above cited objectives, certain important objectives of guidance are cited here.

- To help the student to choose suitable and appropriate courses for study according to his interest, abilities, needs and goals.
- To enable the student to know about various types of courses available for higher and technical education.
- To make cautious the student to know about new aims of education as the aims of education is changed from

time to time.

- To enable the student to adjust and co-operate with the curricular activities of the school.
- To inspire the student to participate in different co-curricular activities organised by the school.
- To enable the student to improve proper study habits for the purpose of attaining better learning.
- To assist student for better utilization of leisure time available in school and home situations.
- To help student to overcome his day to day problems pertaining to his study.
- To enable the student personally evaluate his strengths, weaknesses, needs, abilities and interests.
- To help student to know and co-operate teachers, classmates, school-mates and other official members of the school.
- To assist student about admission procedure and prospectus for different available courses and institutions of new higher study.
- To enable student go through courses both intensively and extensively with proper acceptance and motivation.
- To provide student adequate information's about sources of scholarships and stipends for the purpose of financial help meant for them.
- To help student to adjust with hostel situations and friend in case of boarder of the hostel.
- To assist adolescent boys and girls to adjust and co-operate with the members of opposite sex with positive attitudes.
- To enable the student to attend examinations properly with due preparation for same.
- To acquaint the student to proceed in his self direction, self expression and self development in accordance with his best possible capacities.

Need of Educational Guidance

1. In almost all the cases it is found that an individual student differs from his class-mates so far ability to learn, rate of learning, and motivation and interest for learning is concerned. Because the concept like individual difference is firmly believed as it is based on thousands of experiments. But in case of class-room teaching learning situations equal instruction is provided to the students which do not take individual difference into account.

Generally the gifted students and slow learners are neglected in normal class teaching as teacher does not get time to take initiative for them. So the difference between gifted students and slow learners creates a great gap between them which is not expected. Keeping this thing in the mind guidance worker and teachers welcome educational guidance just to overcome the problem of individual difference in the class-room situation.

2. In most of the cases it is seen that students are choosing their own subjects and courses not knowing their abilities and interests. Also some of the students like to obey their parent's word in relation to choose the subject on courses. Due to both the reasons students do not be able to achieve success in the examinations which brings frustration in their minds.

So in this context to arrest academic frustration, reduce the number of failures and check stagnation and dropouts from the educational situations, the educational guidance is highly preferred by the guidance workers and teachers in the school.

3. Sometimes students select certain subject or courses aimlessly not judging their abilities, interests and own liking field as a result of which they do not get suitable employment for future. They are put in to such employment difficulties as they select subject or courses not thinking its future perspectives and vocational implication. To eradicate this problem, educational

guidance came forward to help students in the school life.

4. In some of the cases it is found that students having abilities and interests for a particular subjects or courses do not perform better in the examinations. Of course there are several factors which are responsible for it. In educational situations factors like poor study habit of the students, ineffective instructions, lack of teaching aids etc. should be taken into account at the time of teaching and learning. Therefore the educational guidance is needed by teachers and guidance workers to improve standard of teaching as well as standard of students.
5. Generally students from different family background and socio-economic status come to the school for the purpose of study. Sometimes some of the students do not adjust with their classmates, other peer groups, teachers and other concerning persons of the school as they face a new situation. Besides this problem of truancy and deliquesce also comes to the picture. All problems of concerning adjustment of students can be easily tackled by educational guidance with best possible manner.
6. Always it is not possible in the part of students to know about available new subjects or courses, admission procedures for it, financial help for same and occupational scope of subject etc. So the most important job of guidance worker and teachers to assist students in this regard.
7. It is a fact that time and tide wait for none. So much more emphasis should be given on time and its utilization. Generally students get leisure hour in the school as well as the home. Therefore teachers and guidance workers suggest students how to use leisure time in best possible manner in order to get maximum benefits so far their academic career and vocational career are concerned.

Functions of Educational Guidance

1. *Elementary stage:-* Educational guidance carries out the following specific functions for the pupils at the elementary stage of schooling:
 - Educational guidance helps pupils to make a better beginning in their educational career by which they can be able to have a better start and stay in a preferable type of education.
 - Educational guidance assists pupils to plan intelligently for suitable subject or courses which should have vocational implication for creating positive relationship between academic achievement and employment.
 - Educational guidance enables pupils to achieve best according to their abilities and interests overcoming the learning difficulties which come to arrest the development of students.
 - Educational guidance prepares pupils for successful entry into the secondary stage of schooling as a result of which the pupils achieve their goal of education through better start for the same.
2. *Secondary stage:-* Educational guidance performs the following specific functions at the secondary stage of schooling:
 - Educational guidance makes acquainted the students with the new purposes of education in relation to nature, type, role and scope of education considering suitable employment, good leadership and better individual as well as social life.
 - Educational guidance helps students to choose suitable courses and activities according to their abilities and interests keeping in view to their admission for higher secondary schools, junior colleges, vocational institutions in order to receive employment and better social and cultural life.
 - Educational guidance enables students to make an

appraisal of their abilities, interests, aptitudes and skills, and to tag them to curricular courses and co-curricular activities.

- Educational guidance helps students to overcome difficulties in learning some subjects and to make them fit future progress in educational career.
 - Educational guidance assists students to develop positive attitudes towards study and to motivate them for the same aiming at better learning.
3. *Higher Secondary Stage:-* Educational guidance has the following specific functions at the higher secondary stage:
- Educational guidance helps students in the selection of suitable courses for further study and vocations for future in accordance with their abilities and interests.
 - Educational guidance enables students to understand the clear- cut objectives of higher education as a result of which they will be able to decide about their further study.

1.4.2 Type # 2. Vocational Guidance

With due importance vocational guidance came to the picture first in the guidance movement. As the Director of Vocational Bureau of Boston Frank Parsons did a lot of useful work in the concerning field. Perhaps later on vocational guidance and its different related facts are explored by various experts of the same field.

Really vocational guidance is a some sort of help given to the students in choosing and preparing for a suitable and satisfactory vocation in the world of works. It also assists students to solve the problems pertaining to vocational choices, plans, developments, adjustments and maturity with utmost satisfaction. Vocational guidance is more careful for the development of vocational career of students.

After completion of diplomas or degrees one searches for job to

satisfy bread and butter aim of education as well as life. Therefore vocational guidance is highly needed by the students to make himself dependent. Vocational guidance helps students for better career in the occupational world handling different programmes such as career talk, career corner, career conference, industrial visit, simulated interview and vocational counselling etc.

National Vocational Guidance Association

“Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career decisions and choices necessary in effecting satisfactory vocational adjustment.”

Aims and Objectives of Vocational Guidance

Vocational guidance which are as follows:

- To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice.
- To enable him to find what general and specific abilities, skills, etc., are required for the group of occupations under considerations and what are the qualifications of age, preparation, sex, etc., for entering them.
- To give opportunity for experiences in school (try out courses) and out of school (after school and vacation jobs) that will give such information about conditions of work as will assist the individual to discover his own abilities and help in the development of wider interests.
- To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are:
 - The peculiar service that the individual can render to society,

- Personal satisfaction in the occupation, and
- Aptitude for the work required.
- To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.
- To assist him secure such information about himself, his abilities, general and specific, his interests, and his powers as he may need for choice.
- To assist economically handicapped children who are above the compulsory attendance age to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education in accordance with their vocational plans.
- To assist the student to secure a knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance.
- To help the workers to adjust himself to the occupation in which he is engaged ; to assist him to understand, his relationships to workers in his own and related occupations and to society as a whole.
- To enable the student to secure reliable information about the danger of alluring short cuts to fortune through short training courses and setting propositions ; and of such unscientific methods as phrenology, physiognomy, astronomy, astrology, numerology or graphology and to compare these methods with that of securing really trustworthy information and frank discussion.

According to Crow and Crow the specific aims of vocational guidance are the following:

- Assisting a pupil to acquire knowledge of the functions, duties, responsibilities, and rewards of occupations that lie within the range of his choice.
- Assisting a pupil to discover his own abilities and skills and to fit them in to the general requirements of the occupations under consideration.
- Assisting the pupil to evaluate his own capacities and interests with regard to their greatest worth to him and to society.
- Helping the individual to develop an attitude towards work that will dignify whatever type of occupation he may wish to enter. The important bases for choice should be personally achieved satisfactions and the service that can be rendered.
- Giving exploratory opportunities in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities.
- Assisting the individual to think critically about various types of occupations and to learn a technique for analysing information about vocations.
- Assisting the mentally handicapped, the physically handicapped, or the economically handicapped to make the adjustments that will be best for them in their struggle for a fuller life and for personal and social welfare.
- Instilling in the pupil a confidence in the teachers and other guidance personnel that will encourage him when he confers with them on personal and vocational problems.
- Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.

- Providing information for the learner about admission requirements, the length of training, and the cost of attending and institution of higher learning to which he may wish to go after graduation from high school in order to continue his vocational preparation.
- Giving assistance during school years so that the individual will be able to adjust on the job to work conditions and to other workers.
- Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team.
- Alerting the pupil to the long range training needed to become proficient in most lines of endeavor.
- Cautioning each learner concerning fads and pseudo-scientific short cuts to vocational competency.
- Helping the learner to realize that the success is purchased at the price of effort, and that satisfaction on the job derives from doing his work conscientiously and competently.

The following are the various objectives of vocational guidance:

- To enable students to gain knowledge of the features, functions, scope, nature and duty requirement of employment in which they want to be engaged.
- To assist students to receive up-to-date and useful information about abilities and skill as they possess in the context of related qualifications and competencies required to accept a preferable job.
- To help students to know their potentials, abilities and interests related to identified vocation which they want to secure.
- To enable students to develop capacities for analysing available vocational information's to have a better choice in relation to available information's in this regard.

- To help students to avail information regarding scope and prospectus of various educational training, apprenticeship schemes and different vocational training.
- To assist students to choose the right type of employment according to their liking and satisfaction.
- To enable students to develop entrepreneurship abilities within them for keeping feet in the kingdom of self-employment.
- To assist students to develop abilities and skills for achieving successful progress and satisfactory performance in the occupation.
- To enable students to gain maximum satisfaction out of his world of works.

Need of Vocational Guidance

In this complex and competitive world vocational guidance is highly needed for youngsters owing to various following reasons:

1. In course of time the present world has received enormous changes such as rapid industrialisation, excess population explosion and scientific advancement etc. Among that rapid industrialization implies a higher man power requirement as it gives scope, hope and inspiration for both public and private sector to establish varieties of industry to satisfy the present demands of the people.

So that to challenge this man power requirements everybody has to be cautious from very beginning as it prefers to right type of personnel. Keeping this in the mind vocational guidance should proceed in the school to assist students to choose a right type of job for them in future. Then the question like “what shall I do in life” can be easily answered.

Otherwise an improper selection for a student so far job placement is concerned invites unhappiness, harassment, failure and frustration in life which is not desired. Because an occupation is

not mere appointment for earning money to maintain life. But every student should remember this fact that an occupation is something more than that and it can be understood as a way of life.

2. Just mere placement in a particular job is not the mission of life. Therefore before entering into a job, a student should realize the question such as **“What am I best suited for”**. At present due to family and financial problems; many youngsters join in a job not possessing that much of required abilities or capacities. Naturally this situation leads to failure, dissatisfactions and discontent in the occupational life. Due to this reason vocational guidance is highly needed.
3. In some cases it is found that young men and women are attracted to a particular type of employment due to handsome salary and other ample facilities offered by service authorities. They do not take abilities or capacities into account in relation to their fitness for the job. So that they do not achieve success and satisfaction in the service life which compels them to change from one occupation to another. So that this situation invites failure, frustration and discontent in the occupational life as well as in social life of the students.
4. The choice and preference for the job should be made by students according to their abilities, limitations; interests and aptitudes judging the nature of the occupation; its demand, future prospective and requirement of occupation. One should not feel happy as just he got an appointment somewhere in the private or public sector. Because self development, successful adjustment and occupational maturity are different missions of service life which should not be ignored in no ways so far occupational life of the students are concerned.
5. Vocational guidance is needed to set a right person for the right job taking individual difference into account so far the abilities, interests, aptitudes, training experiences and vocational capacities are concerned.

6. Vocational guidance plays a vital role providing useful information's and data regarding different occupations to the students. Because the variety of occupations are more than three thousands in number in the world of work which are to be noted for the students. At the same time students would be able to know the nature, characteristics, demands of the different job as a result of which they can go on choosing right job for them.
7. Vocational guidance is also helpful for the students that it places round pegs in round holes and square pegs in square holes. In other words it assists students to choose right job according to their abilities judging what can be done by one or what cannot be done by one.
8. Vocational guidance should be offered to high school students, higher secondary school students and also college and university students as they leave education in a particular stage of education. After completion of education they need a job to survive. Therefore they should be accustomed with vocational guidance before leaving education.
9. Vocational guidance also assists students how to adjust in occupational life, how to gain satisfactory progress in job and so on. For this reason vocational guidance is highly needed.

Functions of Vocational Guidance

1. *Elementary Stage:-* Vocational guidance has the following specific functions at the elementary stage.
 - Vocational guidance assists students to develop their favourable attitude towards better habits, skills in relation to their own liking field of work.
 - Vocational guidance prepares students for better courses for a job those who leave educational campus after primary education.
 - Vocational guidance prepares students to participate in

curricular and co-curricular activities which are carried on in the school to develop the pupil's skills and attitudes for successful work in future life.

- Vocational guidance assists pupils to know their own abilities and limitations in regards to their preferable job.
 - Vocational guidance assists to students providing a lot of occupational information's for the future of the students.
 - Vocational guidance helps students preparing them for secondary school courses so far vocational aspect is concerned.
2. *Secondary Stage:-* The followings are the different functions of vocational guidance at the secondary school level:
- Vocational guidance assists students to appraise their own abilities, interests, aptitudes, skills and other qualities as a result of which they can be able to know themselves and choose best so far their occupational choice is concerned.
 - Vocational guidance enables students to know vocational implications of various subjects and courses by which they can be able to choose suitable subject and courses for the purpose of study.
 - Vocational guidance provides all the information's and required data about employment situation, job trends, nature and conditions of job and its different benefits by which students make up their mind for a suitable job.
 - Vocational guidance helps- students to prepare them for a bright future so far their choice of job and further vocational training course are concerned.
3. *Higher Secondary Stage:-* Vocational guidance has the following specific functions at the higher secondary stage:
- Vocational guidance assists students to know about different opportunities given by private or public sectors so far job is concerned.

- Vocational guidance enables students to understand the vocational implications of their subjects or courses which are to be studied by them.
- Vocational guidance assists students to acquaint with different available scholarships, stipends, grants and fellowships.
- Vocational guidance gives comprehensive outlook to the students about different types of vocations and careers.
- Vocational guidance is helpful for students from contact point of view so far different related agencies, institutions and programmes are concerned.

1.4.3 Type # 3. Personal Guidance

In-fact personal guidance occupies an important place in the kingdom of guidance as well as in the life of individual. Each and every moment of life individual faces thousands of problems besides educational and vocational problems of life. However personal guidance is concerned with the problems of health, emotional adjustment, social adjustment including recreation and leisure's time activities etc.

Especially personal guidance is a type of assistance offered to an individual to overcome his emotional problems and to help him to control his emotions which do occur in the individual's life. A sound and satisfactory personality of an individual can be developed if he becomes able to check and control different powerful emotions such as anger, fear, anxiety, jealousy, nervousness, joy and tensions in different context of life.

In individual's life anxiety, failure, frustration, dissatisfaction and disappointment come to picture if he does not check different emotions. Therefore from beginning to end of life personal guidance does assist individual a lot in the different required situations. Personal guidance may be defined as the assistance given to the individual to solve his emotional, social, ethical and moral as well as health problems. Hence personal guidance

deals with all those problems of life which are not covered under educational and vocational guidance.

Personal guidance may be expressed as the help to the individuals to divert his emotional powers and feelings into a positive direction in relation to his progress of life. It is also meant to solve the emotional problems which generally arise in the family and different situations of different organisations or institutions. It is found that problems of pre childhood age which come due to family also lead to dissatisfactory performance in the school career. On the same line low achievement of school does affect directly vocational adjustment and vocational career of one's life.

In this way the entire life span of individual does not achieve satisfaction as well as happiness. The same state of mind and situation does hamper seriously the progress of the individual. Of course several factors are responsible for individual's maladjustment in family and some other situations.

In the life of individual factors like jealousy among siblings, domination of elders, lack of love and affection, maltreatment of children, lack of a sense of belongingness, parental authoritarianism, conflict among family members, socio-economic status, parental dissatisfaction, (educational level of the family members, attitude of parents towards education play dominant role in context of maladjustment of the children.

Also problems like lack of friends, loneliness, failure, feelings of inadequacy, inferiority complex, maladjustment with girlfriends, negative attitude towards girlfriend and other typical problems do hamper the students' progress in academic life well as social life.

Purpose of Personal Guidance

An organised personal guidance programme in institutions would serve the following purposes:

- Personal guidance assists students to know emotional problems which occur in day to day life of the students.

- Personal guidance helps students to resolve their emotional problems of life.
- Personal guidance enables students to explore different adjustment's mechanisms.
- Personal guidance helps students to check the emotions which are not desired for the development of the individual student.
- Personal guidance assists students.
- Personal guidance enables students to carry out social and civic activities properly.
- Personal guidance assists students to develop awareness about personal health and physical activities.
- Personal guidance enables students to well use of leisure time.
- Personal guidance helps students to carry out character building activities.
- Personal guidance assists students to understand family situations and adjust accordingly.
- Personal guidance helps students to understand different social setup and situations and deal effectively.
- Personal guidance enables students to derive maximum satisfaction and pleasure out of different social activities and various institutions.
- Personal guidance helps students to understand various emotional characteristics of adolescents such as hostility, fear, anxiety, jealousy, etc. and divert it in a positive and right ways.
- Personal guidance enables students to study different types of emotional problems such as frustration, anxiety, nervousness, stress, neurosis etc. and find out solutions for it for happy life.
- Personal guidance assists students to adjust and co-operate with the friends of opposite sex effectively in a positive direction.

Steps of Personal Guidance

The process of personal guidance develops through certain following steps:

- Personal guidance needs various possible useful related data or information's regarding students touching their physical, mental, social, emotional, interest, aptitude and attitudes, aspects of life which are to be collected carefully.
- Adequate diagnosis of causes of problems should be made on the basis of collection of data regarding students.
- The guidance personnel should think rightly about the remedial measures after the step like diagnosis of the causes of problems.
- The guidance personnel renders guidance service to help the students studying their problems and its causes by means of techniques like required counselling, psychological analysis, imitation, advice with affection and situational feelings.
- Lastly follow-up service should be made to evaluate the effectiveness of given guidance service. To fulfil this purpose, the guidance personnel may take help of the techniques like interview or question answer methods or the like.

Functions of Personal Guidance

1. *Pre Primary Stage:-* Personal guidance has the following specific functions at the pre-primary stage:
 - It assists tiny children to get with others by sharing experiences as well as toys and models, being courteous, experience to control anger, experience to be a group leader, learning to be a follower and playing fairly with pleasure.

- It enables children to express themselves by working with his hands, learning many rhythms, listening to others and dramatizing stories.
 - It assist children to assume responsibilities by putting away toys, caring for pets, passing out materials and taking care for own food habits and clothing.
2. *Elementary Stage*:- Personal guidance has the following functions at this stage:
- It assists children to fulfil some of the basic needs such as good health, knowledge of fundamental skills, feeling of security and assurance, desire for friends and social acceptance, discipline, leisure time activities and vocational skills concerning general knowledge of the world of work.
 - It enables children to develop ability of self-discipline at home and schools.
 - It helps children to make them learn right from wrong in different situations.
3. *Secondary Stage*:- Personal guidance has the certain broad and important functions at this stage which includes both junior high school stage and high school stage:
- It enables students to adjust in their new school situations and environments.
 - It assists students to develop a feeling of belongingness and fraternity.
 - It helps students to inspire them for active leadership and group life.
 - It enables students to fulfil educational, vocational and personal needs and interests of life.
 - It helps students to overcome the problems of adjustment in relation to adolescent age and other personal adjustment problems.
 - It enables students to know useful information's pertaining to sex life.

- It assists students to develop leadership abilities and good citizenship.
 - It enables students to achieve social and moral development in life.
 - It helps students to carry out certain recreational activities for themselves.
4. *College and University Stage:-* Personal guidance has following functions at college and university stage:
- Personal guidance helps students to enable them have a satisfactory personal and social adjustment in their new environment.
 - It assists students to develop in young adults a sense of social service, social responsibility, patriotism and tolerance in the context of ethical and moral development.
 - It enables students to develop good relationship with community and college to overcome financial problems and some other related problems.
 - It assists adult students to appreciate the importance of religious and moral values in life.
 - It enables adult students to perform duty rightly in relation to educational, vocational, social, moral and personal life.

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CHAPTER

2

INTERNATIONAL ENROLLMENT MANAGEMENT

INTRODUCTION

Enrollment management is a term that is used frequently in higher education to describe well-planned strategies and tactics to shape the enrollment of an institution and meet established goals. Plainly stated, enrollment management is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments.

Such practices often include marketing, admission policies, retention programs, and financial aid awarding. Strategies and tactics are informed by collection, analysis, and use of data to project successful outcomes. Activities that produce measurable improvements in yields are continued and/or expanded, while those activities that do not are discontinued or restructured. Competitive efforts to recruit students is a common emphasis of enrollment managers.

The numbers of universities and colleges instituting offices of “enrollment management” have increased in recent years. These offices serve to provide direction and coordination of efforts of multiple offices such as admissions, financial aid, registration, and other student services. Often these offices are part of an enrollment management division.

Some of the typical aims of enrollment management include:

- Improving yields at inquiry, application, and enrollment stages.
- Increasing net revenue, usually by improving the proportion of entering students capable of paying most or all of unsubsidized tuition
- Increasing demographic diversity
- Improving retention rates
- Increasing applicant pools

2.1 STRATEGIC ENROLLMENT MANAGEMENT

Strategic enrollment management is a crucial element of planning for new growth at a university or college as it concerns both academic program growth and facilities needs. Emerging as a response to fluctuations in student markets and increasing pressure on recruitment strategies in higher education, SEM focuses on achieving student success throughout their entire life cycle with an institution while increasing enrollment numbers and stabilizing institutional revenues. The SEM strategies accomplish the fulfillment of an institution’s mission and student experience goals by strategically planning enrollments through recruiting, retaining and graduating specific cohorts of students followed by targeted practices to build a lifelong affinity with the institution among alums. In addition to a focus on student achievement, SEM also fundamentally understands the student as holding the role of a learner in addition to a customer and citizen of the global community.

Originating at Boston College in the 1970's as a reaction to fluctuating student enrollment markets and increased pressure on recruitment strategies, SEM was created and developed into a critical pillar in the institutional planning process. Although originating as an American concept and practice, the same requirement for response to demographic shifts and increasing competitiveness among institutions can be seen in other nations with substantial footholds in higher education such as Canada. Despite originating as an American experience, the critical issues Canadian post-secondary institutions face are similar enough in nature to those at American institutions that applications can be borrowed across the border.

The functional aspects of what a SEM operation considers and works to advance and optimize can include:

- Characteristics of the institution and the world around it
- Institutional mission and priorities
- Optimal enrollments (number, quality, diversity)
- Student recruitment
- Student fees and Financial aid
- Transition
- Retention
- Graduation Rates
- Institutional marketing
- Career counseling and development
- Academic advising
- Curricular and program development
- Methods of program delivery
- Quality of campus life and facilities
- Evaluation of assessment outcomes of institutional initiatives

The Evolution of strategic enrollment management (SEM) resulted from the work of a number of people and organizations since schools started being concerned with this area in the early

1970s. Boston College and Northwestern University began to use research and specific communication strategies to increase enrollment at their schools. The idea of research and using the data to target communication and marketing efforts resulted in positive enrollment numbers and drew several entrepreneurs into the field of managing enrollments. Jack Maguire subsequently created and named the first enrollment management model for recruitment and retention of students.

In 1975, Stuart Weiner and Drs. Ron and Dori Ingersoll formed one of the earliest teams that addressed enrollment issues from the point of view of the total enrollment effort. Gradually, the Ingersolls and others made enrollment efforts more effective by strategically addressing schools, data, academic offerings, and student services—and included retention in the overall effort.

In the late 1970s, the practice of Strategic Enrollment Management (SEM) was born. Since that time, organizations such as Noel-Levitz, Williams and Associates, and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) have continued to refine the concept.

But it was not until 1990 that AACRAO established the term, “Strategic Enrollment Management”, and started the first annual SEM conference, specifically focused on pressing issues and effective practices in Strategic Enrollment Management. Beginning in 2009, AACRAO developed the first SEM Award of Excellence to recognize outstanding achievement and visionary leadership in Strategic Enrollment Management.

SEM Structures

SEM operations can take a variety of forms and structures at colleges and universities that prioritize SEM as a part of its planning process from committees made up of key stakeholders from across the institution to stand alone functional units with a senior leader and staff responsible for SEM priorities.

When determining which SEM format will be most optimal for any one institution there are a number of key considerations that can be taken into account:

- Residential mix of the institution - campuses that have a greater presence of students in residing in on or around campus housing tend to devote more funds to student programming, campus life initiatives, orientation and health and safety.
- Mandate of the SEM operation – the functional nature of SEM priorities are typically distinct from those of student services units so when championed by a senior student services official there is considerable potential for efficiencies and unity in a common purpose to holistically serve students.
- Funding of SEM initiatives – whether or not there is a reliance on government or tuition funding or other means of financial support can determine the direction of SEM operations.
- Reporting relationships – the direct or indirect relationship of the senior administrator leading SEM initiatives and the President of the institution.
- Personnel qualifications – having competent and capable employees in the existing complement of staff in order to respond to the unique demands of SEM initiatives.

2.1.1 A Strategic Planning Model

What are the components so often found in successful planning models? While not every component is in each model one might see, one or more can be found in the planning initiatives that have succeeded and, more importantly, have made a proactive difference on their campuses. The model described below is one that has been successfully in place long enough to have survived the test of time. The model contains what is believed to be the critical components to successful planning.

Critical Components

Successful planning must have focus and direction. There is a compelling argument for the case that the institutional mission is not necessarily the starting point for the planning process. This statement of the here-and-now does not drive the future-oriented planning process. It is a statement about the future that is the critical first component of planning. The vision statement is the roadmap to the future. While a mission tells an institution what it is, a vision tells it what it could and should become.

Dr. Theodore Hesburgh, the President Emeritus of Notre Dame University in the United States, was once selected as the most effective college president in the country. He was asked why he had been bestowed this honor. His simple answer was, "Vision." Vision is the center of the planning universe. It is, quite simply, the roadmap to a better future.

One need not look far to find examples of successful visions that reached fruition. Toyota Motors created the Lexus automobile, Bill Gates established the enormously successful Microsoft, Walt Disney established world famous amusement parks, and the list could go on. The process of developing a strong and effective vision is not altogether simple. There are steps that must be taken and understandings that must be appreciated. However, with guidance and direction, an institution can be successful in establishing a vision that will inspire, motivate and move its people and its goals forward.

Visionary leadership is pivotal to institutional health and vitality. Nothing of any import will occur in the planning arena without strong leadership from the top of the institution. The president must champion the cause for planning and provide a bully pulpit from which this vision is shared. An enthusiastic and widely shared vision has great appeal to employees and others outside the institution. It generates enthusiasm, loyalty, dedication and accomplishment. It is the driving force behind everyone's efforts. As an analogy to strategic planning, consider the submarine commander. He leaves port with a well-defined plan and

mission. Through his vantage point from the bridge and through the periscope, he is able to scan the horizon and the external environment for a full 360 degrees. With this view of the outside world, he is able to monitor the environment for opportunities and threats. Within the vessel, the crew also maintains constant knowledge of its status and quickly notes all strengths and weaknesses it has. From this internal and external scanning process, the captain is positioned to act swiftly and decisively with his plan and mission fully under consideration.

Shared governance and a participatory process is another critical component. It is the second prong along with presidential leadership that creates the sense of ownership by the campus constituencies. In some way, the model should involve the various groups on campus. The planning committee itself should reflect the spectrum of constituent groups on campus.

Institutional assessment provides a vital support role to the planning process. Planning is data intensive. At the same time, planning groups must guard against getting bogged down in data gathering activities at the expense of strategic thinking. A support committee should provide assessment to the planning process.

Key performance indicators must be a part of the model. There must be tangible evidence that the process is producing results in a timely and efficient manner. Action plans need to be monitored and progress evaluated. However, an institution must do more than merely measure that which is easily measurable. A problem that often arises with the use of key performance indicators is the tendency to emphasize easily identifiable quantitative measures at the expense of more meaningful, but elusive, qualitative indices. The result, frequently, is measures that lack credibility and validity.

Effective planning involves an internal focus on the campus and an external focus on the environment. The latter process is dealt with through environmental scanning. A campus cannot be strategically positioned to take advantage of future opportunities without anticipating their occurrence.

With regard to environmental scanning and futures research, it should be pointed out that everyone is, in fact, a scanner. Everyone reads, everyone absorbs, and everyone gains knowledge. If these casual and informal individual efforts are formalized and documented, a scanning process is, in fact, in place. Scanning involves looking at and studying many different environments. The common acronym for environmental scanning is STEPP. This stands for the scanning of sociological/cultural, technological, economic, political and postsecondary environments. The breadth of scanning is also all encompassing. Scanners must look internally at the campus, into the immediate area of the community and region, broadly across the country they represent, and finally throughout the world. The acronym for what one scans is SWOT. This represents strengths, weaknesses, opportunities and threats within the internal and external environments. In all cases, one is looking for trends and events that could have immediate or future impact on the institution and its potential. Strengths are analyzed by looking at internal potential events on the campus of a positive nature that could be beneficial to the institution's future. Weaknesses are those internal factors that will hamper the institution's ability to grow and prosper. Opportunities and threats are the positive and negative external potential events and trends that could also have impact on the campus. In general, events are singular, short-term occurrences that can impact the institution and change its future. Trends, on the other hand, are ongoing, long-term patterns that also can change a campus, a society, a country, or even the world.

Planning without action accomplishes nothing. Visionary goals and aspirations must be operationally defined in terms of how they can be accomplished. This is the process of developing action plans. They specify what must be done when, by whom and with what necessary resources.

These then may be the cornerstones of effective planning - the vision statement, presidential leadership, shared governance and a participatory process, institutional assessment, key performance indicators, environmental scanning and action plans.

Always view the mission statement as the starting point for strategic planning. Remember also, if you cling to a static mission for too long a period of time, you will be trying to achieve nothing more than what you have already accomplished. The mission statement is your departure point, not your destination.

The goals, objectives and strategies you articulate within the planning model are the defining features of the road to success. These concepts describe in great detail how you will reach your aspirations. Planning must result in actions, and the goals, objectives and strategies set forth are the definition of the action plans.

Institutions of higher learning simply cannot afford to neglect planning. Those campuses at the forefront will take the lead and develop planning models that support their goals. These are the campuses that will be advantaged for increased funding. These are the campuses that will be the model for other institutions and even entire countries. These will be the campuses that define the path followers must take.

Each president can choose to lead or follow; to prosper or languish; to succeed or fail. You can be what you dream or you can remain what you are -- until you slide backward. Please remember that there is no status quo.

The Model

The planning model presented below is a five-phase planning process operationalized into sixteen steps:

- Phase I is the Plan to Plan where commitment to planning is established and the actual planning process is developed.
- Phase II, The Institutional Framework, brings into focus important organizational parameters. This is where formal and informal expectations placed on the institution, core organizational values and beliefs, and the institutional mission are brought into focus.

- Phase III, SWOT Analysis, identifies and determines the institution's internal and external strengths, weaknesses, opportunities and threats. In short, this is a coupling of internal self-assessment with environmental scanning to gain a clearer picture of the institution and the impact of the external environment in order to identify threats and opportunities.
- Phase IV, Vision, brings Phases II and III together by providing the insight necessary to develop an organizational vision of what it will become in the future. This phase establishes the institution's course for the future
- Phase V, Goals, are the broad initiatives that need to be pursued to achieve the vision.
- Phase VI, Operationalizing, sets into motion the processes necessary to achieve the strategic goals and realize the institutional vision.

As the reader progresses through the remainder of this guide, there are three concepts that need to be reinforced. First, this model is only a guide. Each institution needs to develop a planning process that best fits its unique needs. No one model fits all institutions or all situations. Second, broad-based involvement and input is critical to the success of any planning process. Again, how the plan is developed and how involvement and input is considered is institution-specific. Finally, congruence of mission, vision, goals and implementation is mandatory. Continual evaluation and adjustment need to be built into each step of the planning process. This continual looping back through previous steps ensures not only congruence but also flexibility and change as new insights are uncovered.

At the end of the guide are worksheets to help the reader conceptualize a procedure for developing various components to the overall model. The worksheets are intentionally simple and generic. The reader is encouraged to expand their formats and create detailed worksheets that best meet their unique needs. Remember

however, they are meant to be tools for greater efficiency, not ends in themselves. Do not get bogged down in cumbersome processes that ultimately serve only to slow the process.

2.2 THE FULL FUNNEL APPROACH

The world of student recruitment has forever changed. Success now demands more complex and inclusive planning. Past efforts have long been guided by the concept that expanding the number of applications into the recruitment funnel will ultimately lead to an increase in the number of new student enrollments falling out of the recruitment funnel. While expanded outreach will at times lead to expanded enrollment, the past two to three decades have rocked the world of student recruitment with ever changing and unpredictable results. Outdated and simplistic recruitment strategies have been invalidated in the modern era of globalization. The information explosion brought on by emerging technological advances has increased competition for market share and has forever changed student recruitment.

The digital age has engendered an arms race as institutions face challengers to and competition for the recruitment markets they once owned. In the struggle to hold or obtain market share, past approaches are often found wanting. Once solid methodologies are no longer effective and often require extensive broadening and restructuring. That which worked well in the past, likely demands redesign and careful incorporation of wider aspects of student life into the overall process of student recruitment. Successful efforts find it necessary to outstrip competitors and must empower a more complete picture of student engagement and matriculation. The new reality for general student recruitment is exponentially true for international student recruitment. Today's recruiters working the international market find themselves in a new era filled with new challenges. These new challenges require new strategies, integrated methodologies, and a broader vision of that which constitutes student recruitment. Success requires that the recruiters of international students must distinguish themselves

for the crowd with high quality, integrated services. This is where full funnel enrollment management comes into play.

Student recruitment has often been represented by a funnel as a means of illustrating the idea that if more is poured into the funnel more will flow out of the funnel. The full funnel enrollment management approach acknowledges that the recruitment process involves much more than simple in-flow and outflow of applications magically transforming prospects into students. Full funnel enrollment management recognizes that attracting students to an institution is a very complex process involving a wide-range of precarious interactions. Simply put, restriction in any part of the funnel holds the capability of making increased outreach meaningless. Full funnel enrollment management is very cognizant of this reality and acts accordingly. Where recruitment is concerned, everything matters. The entire flow from initial contact through graduation and involvement in alumni affairs is part of recruitment. Everything must be considered. Nothing can be ignored. Nothing can be taken for granted. Full funnel enrollment management considers the total student experience as part of the recruitment process and assures that every aspect of exposure to the institution is appropriate and well thought out.

A stranger in a strange land:- Consider the plight of an international student planning to study in your institution. Have you ever been a stranger in a strange land? What did you need to know? Could you speak the language? Did you need a guide? What were your concerns? Did anyone help you during this time? What were your challenges? How were they overcome?

This international applicant is now a stranger in a strange land. Put yourself in his or her place. Even those daily life routines easily solved by native students may prove ominous and difficult as he or she struggles to learn the basic survival techniques that others take for granted. For example, he or she may have many of the following questions. Where will I live? How do I get a telephone? How do I contact my family? Who do I call if I have an emergency? How do I get around? Where do I buy groceries? How

do I get to the grocery store to buy groceries? What will I do on the weekends? What is there to do here? How do I access the money my parents have sent to me? These sorts of questions can yield to even more difficult questions as students face the demands for paperwork and documentation. How do I contact my Embassy? How do I get my visa? How do I get evidence of my past school work? Who is going to help me? The list of potential questions is endless. If you were this student, what would your questions be?

Now consider the plight of a parent who is allowing his or her beloved child to become a stranger in a strange land. Does the institution provide for the care and safety of my child? What does my child do if they get sick? What is your learning environment like? Will my son or daughter have adequate oversight while part of your institution? How will you help my son or daughter survive the transition into your institution? Do these people even care about my child? Again, the list of potential questions is endless. If you were a parent facing the same circumstances, what would you want to know?

Add to these issues the realization that the identified questions only involve the things that the student and parent know. What about all of the cultural issues and social mores that they do not know? What about the things that they do not even know that they do not know? How will they be helped? Who will help them? What is your plan to guide the student's matriculation into your institution? What is your plan to guide the parent's understanding and utilization of your services? What will you do to keep the student from getting home-sick and wanting to go back home to their family? Though these questions are complex and may never be fully answered, of a certainly, they will not be answered without full consideration of the issues involved. Put yourself in the place of the student and parent. Consider their needs and go to work meeting those needs. Now watch your enrollment numbers climb.

The human element

Begin your journey into full funnel enrollment management by considering the importance of the human element. Is a stranger in

a strange land likely to appreciate a friend who shows up to help them? Will that friend be able to gain the strangers confidence and guide the stranger towards successful matriculation? The answers to these questions are most definitely affirmative. A friendly and knowledgeable person in the right place at the right time with the right answers is always a welcome sight. Now consider the expectations of potential students and their parents.

Students love hearing from other students. Parents like meeting administrators and the people in charge of the organization. Students trust other students but may be dubious of the older generation. Parents like other students and other young people; however, they trust those of their own generation. Students want excitement and enthusiasm. Parents want responsibility and accountability.

Students want to hear from athletes, student government personnel, other students, and those their own age. Parents want to hear from Presidents, Provosts, Deans, Directors, and those with authority. Students are seeking colleagues. Parents are seeking accountability. Students are interested in the fun things that are available. Parents seek assurance as to the veracity of the pending financial investment with your institution. Pleasant discourse with a parent is never wasted. Hearing the following from an authority figures might make a difference, "Let me welcome you to XYZ University. We are always delighted to have parents on our campus. Parents pay tuition. Tuition pays our salaries. Remember that all of us work for you, and we are here to help if you need us." While the parent may smile in response to this statement, the message has been conveyed. We care about what you think. We are here to meet your needs. Feel free to ask us for help.

Full funnel enrollment management provides assurance to both parties. Current students and staff members are involved in the recruitment process. Authorities are involved in the recruitment process. Recruitment is everyone's business. Current students and staff members can enthusiastically discuss the awesomeness of campus life. Authorities can thank parents for sharing their son or daughter with the institution and provide a face, name, and contact

through which the parent's anxiety can be alleviated. Members of the SGA can talk about activities and student trips. Authorities can provide parents with a coffee cup to let them know that the institution is one of quality and is a great investment in the future of their child.

Whether a current student, staff member or administrator, young or old, always remember to smile. Make a concerted effort to project a pleasant demeanor to everyone at all times. A friendly and helpful persona is essential to assuring those who are strangers in a strange land. The human smile is the greatest form of assurance that could possibly be provide to both students and parents. Likewise, be aware that the first impression is important. No one gets get a second chance to make a first impression. Make the most of the opportunity. Recruitment numbers come to those who smile. If you cannot smile or you find the condition worrisome, you are in the wrong profession. Additionally, those that cannot smile have no need to continue through this narrative. For them, the battle is already lost.

2.3 OUTREACH

Outreach is not something you do. Outreach is who you are. Outreach is a mindset. Outreach is a culture. Outreach is traditional. Outreach is digital. Outreach is innovative and responsive. Outreach is everywhere. Some outreach is organized. Some outreach is spontaneous. Outreach is everyone's responsibility. Let us begin by examining planned outreach. We will then spend some time discussing spontaneous outreach.

2.3.1 Planned outreach

Planned outreach involves organized efforts to recruit international students into your institution. The responsibility for planned outreach is generally assigned to an administrative unit charged with orchestrating efforts and maximizing collaboration between concerned components of the institution in order to

increase enrollment numbers. The responsible administrative unit is typically housed in admissions, international partnerships, or an instructional component. The authority hierarchy of the administrative unit may reside at the higher level of a Provost down to the lower level of a recruiter or outreach officer.

These efforts are often operationalized via a formal planning structure to address issues of vision, resources, programs, capacity, brand recognition, competition, and country specific considerations. Planned outreach may include activities that are external and internal to the institution. External activities often include exhibitions, international travel, international student exchanges, recruitment representatives, lead generators, and portal sites, to name a few. Internal recruitment activities may involve strategies associated with social media advertising, student clubs, website design, cultural awareness functions, personnel assignments, volunteer utilization, assigned points of contact, and timely response mechanisms. The list is endless.

While the author firmly endorses comprehensive planning, caution is expressed concerning the danger of planning for 364 days and working 1 day rather than planning for 2 day and working for 364 days. Planning processes are always more solidly embedded in the higher education comfort zone than are strategic interactions with those different from ourselves. For this reason, many enjoy spending all their time in developing plans rather than actually engaging potential applicants down in the trenches. Even with the best strategic action plan brilliantly crafted to promote international enrollment and the most diligent work schedule, one simple question usually determines success, "What sets you apart from the crowd?" More simply worded, "How do you outshine your competitors?" Keep in mind that your competitors are doing all the things that you are doing. They are enacting strategic plans. They are focusing on both external and internal recruitment activities. They are also hard at work. What sets you apart from the crowd? How do you outshine your competitors? What makes you better than them?

The pat answer to these questions is customer service, but the customer service is much more complicated than this simplistic answer implies. You must always keep in mind that your perception of your customer service may not match your customer's perception of your customer service. Additionally, you must also remain aware of the 100 to 1 rule for customer service. On average a dissatisfied individual will inform 10 people of their dissatisfaction while 10 satisfied individuals are likely to collectively tell only one person. One hundred satisfied people are required to balance the negative publicity generated by one dissatisfied person. Take a moment and let this sink in. A one-to-one correlation does not exist in regard to offsetting the effects of one dissatisfied individual with one satisfied individual. One hundred satisfied people are required to balance the negative publicity generated by one dissatisfied person. You must solve the problem before it becomes a problem. You must do all in your power to keep anyone from leaving your institution with a negative opinion of your services.

2.3.2 Spontaneous outreach Friends tell friends

Our global world is intricately connected. A helping hand to a person here may reverberate around the world. This means that all university activities are part of the outreach for international recruitment. All efforts to help one person have the potential to bring another person to enroll in your institution. Ask yourself the following. Are your events designed for international viewing? Do you provide remote access to your events? Does your website accommodate international student and parents? Do you have virtual tours of your campus? Do you provide access to a friendly face for those who just want to ask a question about anything of interest to them? Do you provide access to your student government association? Do you celebrate the success of your international students? Do you maximize your social media sites by providing access to international students and their parents?

Spontaneous outreach is founded on the concept of the extended student. This idea recognizes that a student is more than a student.

A student is likely many students. For example, a university may recruit an excellent academic student by providing a merit-based scholarship. This student brings friends, acquaintances, and colleagues to the institution. A student is obviously more than a student. A student should be seen as a gateway to reach many other students.

2.3.3 Hosting the applicant's visit to campus

One smile properly utilized to the right extended student can be of more effect than a year of planning. One act of kindness can even outweigh a smile. What is your plan to serve your international students and their parents? What provisions do you offer? Some suggestions follow.

Applicants and parents may choose to visit your campus. If so, they will not arrive at your campus from their country. They will likely arrive at the airport then require transportation to your campus. Make certain they get to your campus. Provide easy transportation from the airport. Greet the parents with a smile and a small gift. Be especially certain that the applicant's mother is welcomed. Keep in mind that the mother holds great influence in regard to the family's impression of your institution. The parents and applicant may also require lodging. If you do not have campus lodging available, work with local hotels to offer a standard package at a reasonable cost. Help them with their arrangements. Provide a tour of your local area. Consider providing a broader tour of the region as appropriate. Show them where to buy a pizza and how to go to the mall.

Arrange for your guests to meet some of your student leaders. Be certain to include an administrator. Let them know that you will help the applicant obtain all the services required of normal life in your country such as obtaining a phone, getting to their Embassy, returning to the airport, etc. The applicant and parent will understand that many services have an associated cost though you should ensure that the costs are held to a minimum. It is not

appropriate to gouge international students. Provide a listing of these courtesy services and associated costs for their utilization.

Share the schedule of available student activities. Ensure that your schedule includes weekend activities so that the student can escape the residence halls for some relaxation. Provide the library hours so that the parents are ensured that study time exists. Remember that while the applicant is interested in activities the parents are interested in the tuition investment. Provide information to meet the expectations of both groups. The applicant and the parents should be orientated as to the dynamics of life in your country. Let both know the ins and outs of what is considered to be acceptable in your culture. Consider providing the international orientation via digital medium as you do not want to focus on the negatives. Keep your personal meetings focused on the positives. Life in your country is good! Your institution is the place to be! Now, smile and treat them in a courteous manner.

Consider implementing an international student adoption program to care for students during the holidays who are not planning on returning home. Holidays are tough times for those separated from their families. You want to help these students overcome their homesickness. Tell the applicant and the parents about this program. Get the parents and the applicant signed up with your social media sites. Make certain that they know whom to contact should they have a concern. Remember that international student recruitment is not something you do. International student recruitment is who you are. Treat the applicant and the parents as you would want to be treated should you be in their place. Be creative and be their friend. My personal favorite is to give the applicant's mother a coffee cup, the applicant a university t-shirt, and the applicant's father the bill for our tuition. I am just kidding about the first two.

2.3.4 Remember your influence leaders

Many institutions utilize representatives to recruit international students though many, many other influence leaders unofficially

perform the same task. These are all known as influence leaders. Influence leaders may include governmental agencies, counselors, principals, alumni, parents of other students, and a host of other entities. Indeed, influence leaders are key to success in all recruitment efforts not just international efforts. Influence leaders are entitled to the highest level of customer service. They must be incorporated as part of the team. As part of the team, they are held to the same standards of conduct as other team members. They are, likewise, due prompt consideration of their concerns and quick action on their requests. Every effort must be put forth to keep them in the loop. Strategies must be in place to recognize and share success. What have you done lately to demonstrate your appreciation of your influence leaders?

2.4 FROM INITIAL INQUIRY THROUGH APPLICATION

Tracking and follow-up are key to successfully transitioning international inquiries into international enrollments. Since a man was landed on the moon back in 1969, my assumption is that most institutions have the capability to digitally track inquiries from the initial point of contact through to enrollment. Prompt, systematic response to inquiries is critical. If an institution can spend millions on marketing, certainly phones can be answered, response emails can be sent, SMS can be employed, and staff can appropriately reply to applicant requests. If not, please stop here. The battle is lost. Further resistance is futile. Find another occupation.

2.4.1 Power in a name

Follow up must be personal, courteous and systematic. Applicants like to hear their name. The ancients believed that there was power in a name. The sooner you realize that there is power in a name, the sooner you will reap the rewards brought on by personal contact. “Dear Applicant” is not as powerful as “Dear Lee.” “I see that you are an international applicant” does not rival “I see that

you are applying from South Africa.” Though these responses can be automated, a personal touch is to be preferred. How much of your day does it take to send an individual contact? Why not try a combination of automated and individual?

A personal reply should be sent to an initial inquiry within 24 hours of contact. Inquiries should be followed up once a week until the applicant requests otherwise. At all times, employ all means to talk to all applicants. These prospects have reached out to you. Go out of your way to respond to them. Use email, SMS, phone calls, WhatsApp, LinkedIn, Facebook, Instagram, Snapchat, and every other available means. Track your prospects and respond with a well-designed systematic approach.

2.4.2 The levels of contact

Different levels should be involved in inquiry contact. At times, the Dean should be employed. At other times, the contact should be from staff. Current student participation is appropriate at times. The contact may relate to registration.

The contact may share information about a gathering to eat pizza and watch the FIFA cup. Never forget that the parents should also be included in systematic contact. A friend of mine once said of contact, “Men do not buy a shirt every day, but when they do buy a shirt we want them to think of us.” International applicants do not enroll in an institution every day, but when they do enroll we want them to enroll with us.

The quality of our contacts can make this a reality. Remember that three international contacts gaining three students constitute a far better scenario than 1000 international contacts gaining no international students. Make your efforts personal, courteous and systematic. Your efforts will pay off with increased numbers.

2.5 HARNESS THE POWER OF ACADEMIC ADVISING

Applicants do not contact an institution because they want to major in admissions. They contact an institution because they are interested in a program of study. International recruitment that ignores contact with program faculty will be limited. Program faculty are your key allies in the recruitment process. They can also constitute a negative factor just as the wrong members in your staff can discourage prospects. Choose your allies wisely. Develop a list of those who will work with you. These are generally the faculty in programs demonstrating healthy enrollments. These programs are healthy for this very reason. The programs are healthy because the program faculty are open to recruiting new applicants and are willing to meet their needs.

2.5.1 Academic advising as a recruitment tool

While academic advising has long been shown to play a major role in student retention, academic advisement also plays an important role in student recruitment. Such is particularly true in regard to international recruitment. Academic advising is about building human relationships. Human relationships are at the very heart of international recruitment efforts. Your tracking system should be able to gather lists of applicants by program. Introduce the applicant to the program faculty contact. Let the faculty contact know in advance that the applicant has only submitted interest in the program. Let the applicant know that the faculty contact is there to answer their questions if needed. Introduce the applicant's parents to the program faculty contact. Let the faculty contact know in advance that the parents may have questions about the program. Engender dialog. Monitor those faculty program contacts who do not engender dialog and avoid them. In these cases, recruitment staff may seek answers for the applicant and parent. Though every faculty member will not want to participate, those who do will be rewarded with increased enrollment.

2.5.2 Set up periodic meeting with academic advisors

Make every effort to positively reinforce those faculty advisors that actively seek to serve prospective students. Periodic meetings should be held with academic advisors and department heads to keep them informed and hear their concerns. If a concern is voiced, take the concern seriously. Act on it then let the academic advisors know what was done. You may want to give them a personal call to thank them when they have gone out of their way to help a prospect. You may want to provide them a coffee cup or a t-shirt. Sometimes, just a word of appreciation will suffice. Make certain that you take the time to express your gratitude. Faculty are people too. They are very busy teaching and are actively engaged in many activities. While advisement is also part of their job, all people enjoy hearing that they are performing above expectations. You must do your part to support and nurture your good academic advisors. Make a concerted effort to reach out to new members of the faculty. They will appreciate the contact. Engaging and developing academic advisors as recruitment partners will help your international enrollment numbers grow.

2.6 THE DANGEROUS CURRENTS OF REGISTRATION

For almost all students, navigating registration is the most ominous, frustrating and terror-laden event they will face in their academic careers. Where do they go? Who do they see? How do they get their classes? How will they pay? In 1974, the author stood in line for 2 days to register for classes. The advent of the digital age has changed this scenario and registration is no longer the same. Now many students wait online from 3 days to 4 weeks to complete their registrations. Since mankind was able to land on the moon in 1969, one would suppose that registration has been improved. This supposition may not be correct.

Consider the plight of an international student who is now a stranger in a strange land. While struggling to discover the

difficulties of obtaining a phone and learning how to buy groceries, this student must now face the frightful experience of registration. What is to be done? How do we make this experience bearable? How do we get them advised? What about their visa? How do we get them through the gauntlet alive? These are our challenges if we are to grow our international enrollment. We now have the opportunity to become a peer mentor and demonstrate that we are their friends. We are their advocate. At least those of us with increasing international enrollments are their advocates. The remainder is seeking another profession.

In difficult times, everyone needs a friend. What better friend than a peer to mentor you through the difficult experience of registration? Notice the word, peer. While there exists a time and place for potentates and demigods of authority, peers are colleagues. Peers make the journey with you. Peers are there to help you as needed. A peer can assist in navigating the student through the dangerous and threatening landscape of registration. The peer may be a fellow student. A peer may be a staff member from international student affairs. A peer may be a member of the Registrar's team. A peer may be a student ambassador. A peer may be the academic advisor. The peer may be the administrator over all of student services. Or, the peer may be all of the above collaborating to make the registration experience less terrible and more rewarding.

To clear registration, the student must complete their immigration visa. They must be housed. They must be advised. They must be registered into an appropriate schedule of classes. They must pay. To pay, they are to likely transfer of money from another country. What if their credit card encounters difficulty? They may need to interact with their parents. They may need to go to a bank or open an account. Have you mapped out the registration process in order to guide them? Do you know where the bottle necks occur? Do you have a plan for making it through these bottle necks? Have you prepared a team of peer mentors to assist these students in navigating the waters of registration? Do they feel comfortable letting you know that they are encountering problems? Can you

smile and be their friend? Or, do you plan to fiddle while Rome burns and seek another occupation? Sometimes other occupations are hard to find.

2.6.1 Empower registration as a recruitment tool

Registrar's often focus on dates, rules, and the limitation of any exceptions. International recruiters recognize that making registration easy for international students increases the university enrollment. When enrollment increases, the university makes more money. Revenue projections are met. People are happy. Accordingly, plans must be made to handle the influx of international students. Keeping them out of lines and the away from the other evils of registration will pay off. Registration must be transformed into a friend. Efforts must be made to register these students as quickly as possible. In the ideal situation, they will be registered before they arrive on campus. In the second-best scenario, they will be registered under the VIP system by their beloved peer mentor. In the worst scenario, they are left to wander the campus to find their own way through the endless lines and across the minefield of despair.

Consider the scenario where the international applicant interfaces with his or her peer mentor. The peer mentor helps the applicant establish contact with his or her academic advisor. The academic advisor visits with the student applicant, shares insight regarding the program of study, and suggests the appropriate schedule for the current semester as outlined in the degree plan. The two then share pleasantries and return to their tasks. At this point, the peer mentor helps the student register, either online or in-person, whichever is necessary. The peer mentor becomes the staff member who guides the student through the process. Classes are entered. A schedule is obtained. The peer mentor ensures that the student has paid his or her tuition and is available if difficulties are encountered. The new international student is shown the location of the classrooms by the peer mentor. The student is prepared for the first day of class. Books are purchased. The library is visited. What if all of this occurred outside the regular registration arena? What if it

occurred at the peer mentor's duty station? What if international registration was designed to facilitate the student rather than the needs of the Registrar? Would not that be nice? Why is it not being done? The student will have a good experience. The student will obtain a good schedule. The institution will increase its numbers. More money will be generated. Everyone will be happy. Right?

2.7 ENGAGE STUDENTS IN THE UNIVERSITY

Remember that friends tell friends. A student is more than a student. A student extends into myriads of other possible prospects. The recruitment process reaches well beyond the traditional application and admission process. Successful student engagement is also a key component of student recruitment. Why would a student want to join your university unless they have something to do while they are there? On the flip side, with all the wonderful activities that are happening in your institution who would not want to be part of the excitement? Successful international student engagement includes the full utilization of student government, student clubs, student activities, learning resources, residence life, community engagement, career services, and leadership services. To obtain your desired results and achieve positive matriculation of students into campus life consider the following.

2.7.1 Plan the new student's arrival on campus

Even though you may know your way on and off campus, new international students often do not. Put yourself in their place. How do they arrive on campus? Once on campus, where do they go? Who will greet them? Make plans to facilitate their easy transition into campus life. Begin by providing appropriate pre-arrival instructions so that they can find their way onto your campus. Of course, this means that clear instructions must be readily available. Will they be coming from the airport on their own? If so, how will they get to your campus. Will you be providing transport from the airport? If so, how will the student hook up

with your representative at the airport? The student cannot be engaged with campus life until the student gets to your campus. Your responsibility is to get the student to campus. Once you get the student on campus, the next objective will be to get the student involved in campus life.

2.7.2 Facilitate an easy transition into university life

You must be proactive in your efforts to matriculate newly arriving international students into campus life. These students require assistance with housing and residence life facilities. This is another occasion to become their beloved mentor and friend. While all institutions have a new student orientation, the needs of new international students differ from the needs of the general student population. New international students require additional information in relation to immigration, cultural norms, health insurance, and a number of other topics. The institution should offer a comprehensive new international student orientation to prepare these students for campus life. They will also need to know about the area and region. Tours should be arranged within the first few weeks to let them know about where they are living and the characteristics of the region. Care should be taken to see that the tours are enjoyable. Nothing is worse than a boring tour. To avoid the latter, involve current international students in the planning as they will plan things that they enjoy. This will ensure that the new international students encounter a meaningful experience and arrive at a similar outcome. Keep in mind that your job is not to tell them what they must not do, your job is to share the good things that they can do while part of your institution's academic family. You are now challenged to be creative in handling the negatives from a positive perspective.

2.7.3 Engage a support network

The two factors of student-to-student interaction and student-to-faculty interaction are well documented as essential to student retention. Likewise, these two fundamental factors are also key

to international student recruitment. The recruitment model must interface with current students and program faculty. While interaction with faculty members will occur within the instructional model, interaction with other students must be nurtured and developed. There is nothing wrong with hosting academic events for faculty and students as an extension of the academic environment. In fact, such is encouraged. The involvement of current students in recruitment activities is certainly important; however, involvement does not begin or end here. Effort must be made to integrate the new international student into campus life and expand interaction with other students. In fact, this integration must be carefully orchestrated and must guide interaction with the RIGHT students. This can be accomplished via exposure to student government, student clubs, new student activities, and a host of additional planned activities. Matriculation programs can be utilized to provide student ambassadors to guide these efforts. These programs may be funded or non-funded.

2.7.4 Involve international students in university events

New international students require programs to get them out of the residence halls and to engage them in campus life activities. Nothing is more disheartening than sitting in a dorm room with nothing to do. Inactivity often leads to homesickness. Homesick students are more prone to abandon their education and return home to their families. Positive action leads to increased involvement. Increase involvement lead to greater confidence [8]. Greater confidence increases self-worth and enhances the likelihood that the student will make new friends. Participation in campus life activities will also increases the likelihood that the student will make new friends. In short, if students have nothing to do, they will grow discouraged and leave your institution. They will share their experience with others. This will hinder the success of future recruitment activities. If they have something to do, they are more likely to enjoy your institution and to share their experiences with others.

2.7.5 Activities by students for students

Activities should be planned by students for students. Activities should be planned for every weekend though not every student may choose to participate. Activities should enhance the learning experience and provide opportunities to interface with other students. Activities should provide opportunities to interface with faculty and staff. Activities should introduce the student to the treasures of their new life. Activities should deliver on their decision to meet new ideas and encounter new experiences. Their ideas on making your program better should be solicited and followed. Those who listen will increase their enrollment numbers.

2.7.6 Practice active advocacy

When international students encounter problems, advocacy is required. If the problem is not as they think, treat them with dignity and provide an explanation. If the problem is legitimate, do your best to involve them in a solution. Remember that the issue is important to them. They need an advocate. While solving problems is worrisome, your job exists to overcome problems. Become an advocate and help to make their experience a positive one. You will find your role rewarding.

Keep in mind that students are required to succeed in their academic pursuits. Make certain that they are introduced to the full range of academic support services provided by your institution. Introduce them to people. Take them to offices.

Let them talk to students who have met success while availing these services. These new students must know that pursuit of assistance does not constitute an expression of inadequacy. The library is there for them. Peer tutors will help them. Counseling is available as needed. Disability services are available if required. All are available to help. All they have to do is ask.

Pursuit of these services is a function of student maturity. Celebrate their success with them. Let them know that it is not only

acceptable to seek help, it is important for them to take charge of their learning experience. This constitutes academic maturity. You should provide opportunity for mature international students to share their stories with the next generation. You are not the only one that can work as an advocate. Keep in mind that success builds success.

2.8 THE PLAN TO PLAN

Before the actual strategic enrollment management planning activity begins, several steps have to be taken. This is often referred to as the “plan to plan.” Without sufficient pre-planning, the entire process will flounder and likely fail. Therefore, the following activities usually lead to a successful beginning to the strategic enrollment management planning process.

Step 1: Gaining Institutional Support

It is up to the president to be the initiator and leader of the strategic enrollment management planning process. This is vital to the success of the process. What is often overlooked in the higher education literature on planning is that the planning process has to be fervently supported by the other members of the senior administration as well. The vice presidents and deans have to be as firmly committed as the president or this weak link will cause the process to fail.

Some models call for the signing of agreements to support planning while others focus on simple group consensus. Either way, it is important that the senior administration agrees that strategic enrollment management planning is important and that they wholeheartedly support the process.

Step 2: Involvement and Forming the Planning Committee

In order for the strategic enrollment management planning process and the resulting action to be effective, broad institutional

involvement is critical. A strictly top-down or bottom-up plan will not get very far due to a lack of broad-based ownership. It is essential that a strategic enrollment management planning committee be formed and that it be comprised of individuals from all segments of the campus. This means exactly what it implies. Membership should include representatives from all segments of the campus from senior management to students as well as representatives of the non- instructional support staff. It is also a good idea to have a senior faculty member who is widely respected on campus chair or co-chair the committee. This is not intended to undermine the authority of senior administrators, however if they lead the group, only that one voice will be heard. In the interests of open communication and dialogue, it is essential that a faculty member orchestrate the committee's deliberations. It is further recommended that members of external constituent groups be included on the strategic enrollment management planning committee. External members will bring significant input to the process and will more than likely bring different perspectives. The downside to external constituent membership is the demands the planning process will place on their time. Worksheet can be used to help identify the critical constituent groups that need representation on the planning committee. The assignment of individuals to the strategic enrollment management planning committee should be based on selecting the most respected leaders of the identified constituent groups. It is important to recognize the difference between being respected and being popular. Membership on the committee is not a popularity contest. Membership needs to be based on leadership -- those individuals that everyone says they can trust. It is all about creating a "critical mass" of respected individuals that can influence decision-making; it is not about establishing a majority of the academic community.

Step 3: Designing the Planning Process

Once the institution has set strategic enrollment management as a priority and a planning committee is formed, the committee needs to lay out the process and communicate it to the campus. There

will probably be several iterations of this step before widespread support for the process is established. While the institution may support strategic enrollment management planning as an important concept, there also has to be agreement on the design of the model and a commitment to contribute. This is the point where the institution gets its first input. This can be done in numerous ways. Open forums, often called town meetings, can be held where the initial draft is presented and attendees are given the opportunity to ask questions, make comments and offer suggestions. Another format is the focus group approach utilizing a sample of people drawn from each constituent group. While these are only two possibilities, the method utilized will depend on the individual campus and the form of communication and feedback that works best for the institution. After two or three iterations of this process, if necessary, the planning model should be fairly well defined with a majority of the institution agreeing to it.

Step 4: Setting Timeframes

The next logical step flows from Step 2 and refers to the timeframes for the planning process. This is the point where the process becomes operationalized. At this point in the plan-to-plan, responsibilities are assigned, goals for the process are set and timeframes for meeting the goals are established. Worksheet 3 is one suggested way of operationalizing the planning process. If the strategic enrollment management planning committee cannot set goals and timeframes for itself, it cannot possibly develop a strategic plan for an entire institution. Setting goals, timeframes and specific responsibilities for the planning process keeps the process on track, creates a sense of ownership, and lets the broader institution know what to expect and when.

Step 5: Resource Commitment

Once the institution has set strategic enrollment management as a priority, established the planning committee and designed

the planning process, the campus needs to commit the resources necessary to make the process work. Hopefully, this step actually started with the decision to engage in strategic enrollment management planning. The planning committee members should be supported through recognition for their involvement. They should be released from some normal work duties to serve and generally be treated as a blue ribbon committee. This means simple things like providing a nice meeting area with refreshments. Staff support should never be a question and the institutional research function should be especially at their disposal.

The committee should report directly to the institution's president and the president should always be available to the committee. There should also be a significant resource commitment. This resource commitment should also include staff support. It is not realistic to expect all of the organizing and clerical work of the committee to be conducted by the members themselves. Clerical support will be necessary as well as the services of institutional research or some comparable data analysis function. Without this support, the planning process cannot function and a clear message is sent regarding the lack of priority given to strategic enrollment management planning. Strategic enrollment management planning is not an activity to be conducted on a shoestring. Worksheet 4 is one way of identifying the necessary resources and operationalizing the institutional commitment to the planning process.

Steps 1 through 5 represent the actions necessary for the strategic enrollment management planning process to begin. If successfully completed, these steps bring the institution to the point where formal strategic enrollment management planning commences. The institution is committed to the process; there is institution-wide ownership; there is a process to follow with responsibilities; goals and timeframes; and sufficient resources have been committed to ensure its successful completion.

2.9 THE INSTITUTIONAL FRAMEWORK

Once the “plan-to-plan” stage has been successfully completed, the institution is ready to begin the actual process of strategic enrollment management planning. Organizational parameters are the formal legal obligations under which the institution has to operate as well as the more informal expectations placed on the institution. Organizational parameters also focus on organizational values and beliefs. These are the defining characteristics within which all activity occurs. These characteristics define the institution’s “personality.” The end result of working through the organizational parameters is that the strategic enrollment management planning committee is now in a position to revisit the institution’s mission statement and either reaffirm or redefine it. This last step of mission review is a critical activity that will recur throughout the planning process. As the process unfolds, one question which has to be continually asked is: “Given what we have learned, does the current mission of the institution still hold or do we need to change it?”

Step 1: Identifying All Formal Requirements

Institutions of higher education have to follow the laws of the country, region and locale within which they reside as well as formal institutional policies. In essence, these are the legal constraints within which the institution must function -- the “have to’s” and “cannot’s” of governance. But what are the “have to’s” which have significant impact on the institution and can dramatically influence strategic enrollment management planning? If the institution was created by legislative action, it has to honor that action and serve the purposes as spelled out in the enabling legislation and/or charter, or go about getting the enabling legislation or charter changed.

What does an institution have to do if it wants to participate in financial assistance programs or receive aid? What laws apply and what must the institution do when it applies for and/or

receives government funds? How does the institution go about terminating a degree program? What are the personnel policies with regard to faculty and staff when eliminating programs or reorganizing? What control does the State and/or governing board have over the future direction of the institution? What are the local ordinances regarding developing property, off-campus housing or parking on public streets? There are many requirements that institutions must adhere to and many others that come into play when the institution starts or stops some activity. It is important for the strategic enrollment management planning committee to be familiar with these requirements because they shape part of the environment in which the institution must operate.

Worksheet is one possible way to collect this information. Keep in mind that committee members should not be expected to be fully knowledgeable about these requirements and it is the responsibility of the appropriate administrative functions to bring these requirements to the attention of the committee as it develops the plan. However, committee members do need to become familiar with these requirements and have easy access to those individuals who have a more detailed knowledge base.

Step 2: Informal Expectations

What are the social and cultural expectations placed on the institution? Does the campus encourage visitors? Is it seen as a key player in economic development? Is the institution expected to participate in community affairs? Is the institution known for its small class size? Is it an institution where students of color and international students are welcomed or are they simply tolerated? These types of expectations, while not legally binding, have a significant impact on an institution. The strategic enrollment management planning committee needs to clearly articulate and understand what non-legal expectations are imposed by external and internal constituents, and how these expectations influence the campus.

Worksheet is designed for collecting the information discussed in

Step 1 and Step 2 in summary form. It will also be important for the committee to meet with the senior administration to discuss these issues so there is a common understanding of and agreement on the mandates and informal expectations.

Step 3: Philosophical Underpinnings

Consciously or unconsciously, everyone makes decisions utilizing a philosophical framework based upon a set of core beliefs and values. Personal conflict arises when we make decisions that are incongruent with our basic belief system. The same is true for an organization. Incongruence, chaos and confusion result when organizational decisions are made that are not in keeping with the core tenets of the organization. If the institution's mission statement professes that teaching is the primary focus of the institution and members of the institution believe that teaching is of primary importance, a policy that states funded research is more important for promotion and tenure will cause confusion. Similarly, if the institution is an "open door" institution but individual programs establish strict admission criteria, conflict occurs with the students.

Organizational beliefs change over time. However, it is very likely that while the belief structure may have changed, the mission and collective consciousness of the institution probably have not. When this occurs, the institution can often seem lost and floundering. Without a clear understanding of the institution's core beliefs and values, decision-making has no underpinning or consistency.

Step 9: Institutional Mission Statement

By Step 4, the strategic enrollment management planning committee has a clear understanding of the formal and informal mandates of the institution, its legal obligations, and the informal expectations of the campus and can articulate the institutional beliefs and values. It is at this point that a draft mission statement needs to be prepared. It is assumed an existing mission statement

already exists. The committee may elect to use the existing institutional mission statement or it may decide to draft a strategic enrollment management mission statement. Either is fine but if you choose the latter, remember that everything flows from the institutional mission.

This process starts with a review of the existing mission. A question is then posed: "Is the current mission statement still appropriate?" If the answer to this question is yes, then you move on to the next step. If the answer is no, then two follow-up questions are pursued: "Why not? How should the mission change?"

Using these two questions as a guide, an open discussion of changes to the mission statement will lead to a revised or completely new mission. Once this is completed, the strategic enrollment management planning committee needs to communicate their progress to-date and get input and feedback. This can be done in several different ways.

Planning members can interact with their appropriate constituent group(s), presenting the work accomplished and recording all input. Another approach could be a series of campus meetings or focus groups, or even a SEM planning website where individuals can submit input. The key is to communicate with the various constituent groups and let them have an opportunity for meaningful input. This builds support for the process and lets everyone know that their input is wanted and necessary for success.

Once this input has been collected the committee needs to review all suggestions and comments, assess all work to this point and make any adjustments that seem warranted. Once done, the strategic enrollment management planning committee needs to have a working session with the senior administration (president, vice presidents and deans) to receive their input and agreement on the draft mission statement. Following are examples of mission statements taken from campuses around the country.

Pittsburg State University

Guiding principles:

- Students are central to the academic enterprise and should be the focus of university action.
- The university wants to change and improve both the undergraduate and graduate learning experience.
- Resources will be reallocated to support the goals and objectives of the plan.
- Quality academic advisement is a priority.
- Course sequencing within the major to promote a four-year completion is crucial to student success.
- Adequate availability on-line and throughout the day and evening of general education courses, writing to learn courses and other degree requirements is crucial to student success.
- Assessment of student learning is critical to student success.

University of Arizona

Guiding Principles – Retention Plan

Underpinning the work that has been done thus far is a set of guiding principles – statements representing the philosophy upon which all the goals, strategies, and action plans rest. These guiding principles must be evident in the actual implementation of the retention plan if it is to represent the heart of the commitment we make to students at the University of Arizona.

- Student retention is an outcome of a quality student experience and includes student satisfaction and student success.

- Student success is a critical part of the academic work of every college and is based on learning strategies for success built into the disciplines of each college.
- Connectedness to faculty and staff, both within and outside of the classroom, is critical to student success; thus all areas of the university share the responsibility for facilitating these connections and eliminating barriers to them.
- Student success is a core value at the University of Arizona, the result of a culture that engages diversity and values student participation. It is to be celebrated and rewarded.
- Optimal student retention can only be fully achieved when all students – including students of color, first-generation students, transfer students, and students with disabilities – experience success in degree completion at the same rate as the majority population.
- Interactions at all levels and among all participants in university life can be enhanced by a web of technology that connects students, faculty, and staff.

Chesapeake College

In order to implement our mission and pursue our vision, the College faculty and staff dedicate themselves to being guided by the following core values.

- *Quality*: The College is committed to high standards of excellence in education and support services. With a focus on teaching and learning, we are dedicated to meeting the needs of our students and to implementing a variety of effective and innovative instructional strategies. We believe that the keys to maintaining our excellence are continual self-assessment, improvement and professional development.
- *Self-Centeredness*: The College focuses on meeting the individual needs of each student and encourages each

to take advantage of opportunities to maximize his/her potential. By creating an open, friendly environment with a comprehensive learning support network, the College provides opportunities for each student to be successful. Because of the varied educational backgrounds within our student body, we provide counseling and personal attention as much as possible. We measure our success by the success of our students.

- *Community:* To benefit the region and its citizens, the College promotes community development initiatives and services as a catalyst in shaping programs and services. Partnerships and alliances allow the College to provide leadership in community activities and economic development. At the same time we view cooperation, collaboration, social responsibility and concern for others as crucial elements in building a sense of community both within the institution and in its dealings with others. The College also celebrates the rich cultural heritage of the Eastern Shore and commits to its preservation.
- *Diversity and Respect:* The College values individual differences and the contributions they bring to the learning process. Diversity in the educational setting in all forms will be respected as a means of enhancing the overall vitality of the institution. We believe that our students are enriched through a diverse intellectual and social environment where learning occurs through exposure to different cultures and through exchanges among a diversity of experiences, beliefs and perspectives. The College fosters an environment of mutual respect and teamwork where attitudes of fairness and integrity are encouraged.
- *Flexibility:* The College will provide an environment that encourages and is respectful of continual re-examination of programs, policies and practices. It adopts beneficial challenges and eliminates practices that are obstacles or

no longer applicable due to changed conditions. Through ongoing self-evaluation, the College prepares itself for the challenges and necessities of the future. Our greatest strength is in strategic response to the changing needs of our students, faculty, staff and community partners.

- *Teamwork and Inclusiveness:* The College fosters collaboration and cooperation between and among students, faculty and staff. Listening to others and sharing out talents in finding creative solutions to problems strengthens us. By being inclusive, and bringing people together to participate in, and share knowledge of, decision-making, the College gains in institutional effectiveness.
- *Responsibility:* The College uses its collective resources efficiently to fulfill its mission and to meet its obligations to be fiscally responsible. We encourage students, faculty and staff to perform to the best of their ability, to embody a healthy work ethic and to take personal responsibility as members of the College community and also as citizens.

University of Central Florida – Regional Campuses

- *Values.* UCF Regional Campuses embrace and utilize the University's core values of integrity, scholarship, community, creativity, and excellence. This Creed is manifested in the values that guide our work.
- *Trusted Partner.* We will foster trustworthiness in every relationship with students, our partners, and the communities we serve.
- *Inclusive and Diverse.* We will foster an environment that is inclusive and diverse by actively reaching out to populations that are underserved and underrepresented.
- *Quality Service.* We are dedicated to providing comprehensive student-centered services that are exceptional in scope, reach and quality.

- *Accountability and Stewardship.* We are accountable to our students, the communities we serve, and the public--at--large and are committed to deploying public resources in a fiscally responsible manner.
- *Creativity.* We are committed to developing innovative educational programs, services and delivery systems to address current and future student needs. We encourage creativity, cultivate and support ideas, and recognize and reward accomplishment.
- *Community.* We nurture, serve and are inspired by our communities.
- *Pride.* We take personal responsibility in delivering the highest standard of excellence in the services we provide.
- *Leadership.* We embrace bold ideas and an entrepreneurial spirit.

Slippery Rock University of Pennsylvania

The core values of the Enrollment Services Division provide the conceptual underpinnings for our day-to-day operations as well as our interactions with people. Our core values are as follows:

- *Put STUDENTS first.* This philosophy means that whenever possible, decisions will be made and actions taken that are in the best interest of students and what matters most in achieving student success and learning in the context of a higher institutional environment. Student learning and success will drive policies, practices, system procedures and the messages of each communication. We will strive in our programming and services to consider what “matters most” in achieving student learning and success.
- *Put all levels of our staff next.* Students will never be first if all levels of our staff are not closely behind. Each university staff member needs to be valued for the diverse contributions they make to Enrollment Services,

Slippery Rock University, and especially in the lives of our students.

- *Under promise and always strive to OVER deliver.* We should look for every opportunity to EXCEED the expectations of those we serve, always striving to deliver more than we promise. It is important for us to be certain that we are delivering what we promise. Quantitative and qualitative assessments will lead us to improve our efforts.
- *Have a purpose for everything we do and execute well.* Clearly define the purpose of everything we undertake as well as the desired outcome. Assess and measure the effectiveness of all initiatives and eliminate, refine, or replace less effective strategies. Do only those things that we can do at an exemplary level of quality.
- *Lead by example.* Demonstrate concern for students and all University staff through our daily actions. Learn from “moments of truth” with students and staff and treat everyone with dignity and respect.
- *Add personal value to the vision and mission of the institution.* Each member of the Enrollment Services team will work to fully realize and advance the vision, mission, and goals of Slippery Rock University to the advantage of all constituent groups we serve individually, and as part of the State System of Higher Education in Pennsylvania.

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CHAPTER 3

PEDAGOGICAL METHODS FOR CULTURALLY RESPONSIVE TEACHING AND LEARNING

INTRODUCTION

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.



Some of the characteristics of culturally responsive teaching are:

1. Positive perspectives on parents and families
2. Communication of high expectations
3. Learning within the context of culture
4. Student-centered instruction
5. Culturally mediated instruction
6. Reshaping the curriculum
7. Teacher as facilitator

3.1 BASICS OF CULTURALLY RESPONSIVE TEACHING

Culturally responsive teaching, also called culturally relevant teaching, is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Traditional teaching strategies emphasize the teacher-student dynamic: The teacher is the expert and adheres strictly to the curriculum that supports standardized tests while the student receives the knowledge. This teaching method is outdated, Childers-McKee says.

"Teachers have more diverse classrooms today. We don't have students sitting in front of us with the same background or experience, so instruction has to be different," she says. "It needs to build on individual and cultural experiences and their prior

knowledge. It needs to be justice-oriented and reflect the social context we're in now. That's what we mean when we talk about culturally responsive teaching."



3.1.1 Culturally Responsive vs. Traditional Teaching Methods

Culturally responsive teaching can manifest in a number of ways. Using traditional teaching methods, educators may default to teaching literature by widely accepted classic authors: William Shakespeare, J.D. Salinger, and Charles Dickens, for example, adhering to widely accepted interpretations of the text.

Culturally responsive teaching, on the other hand, acknowledges that there's nothing wrong with traditional texts, Childers-McKee says, but strives to include literature from other cultures, parts of the world, and by diverse authors. It also focuses on finding a "hook and anchor" to help draw students into the content using their past experiences.

"This way, students can see themselves in some of what they're reading and not just the white, western world. The learning is more experimental, more hands-on," she says. "Instead, you're showing them a worldwide, multicultural community and looking for different interpretations while relating it to what it means for society today."

3.1.2 Importance of Culturally Responsive Teaching

Culturally responsive teaching is especially pertinent today because the traditional education path from school to college to a career and life in the suburbs isn't a reality—or desire—for everyone, Childers-McKee says. Educators' approaches to teaching need to reflect these differences.



“That typical, mainstream education is not addressing the realities of today’s students. Culturally responsive teaching isn’t just for those students who don’t come from white, middle-class, English-speaking families—it’s an important teaching strategy for everyone. When done the right way, it can be transformative.”

When integrated into classroom instruction, culturally responsive strategies can have important benefits such as:

- Strengthening students’ sense of identity
- Promoting equity and inclusivity in the classroom
- Engaging students in the course material
- Supporting critical thinking

3.1.3 Benefits of Culturally Responsive Teaching

Culturally responsive teaching promotes the success of all students equally—something that traditional education methods often fall short on. When students’ cultural backgrounds aren’t thoughtfully

considered, classrooms suffer from issues like language barriers, systemic discrimination, and lack of representation.

- **Language Barriers:** According to the National Center for Education Statistics, almost 10 percent of public school students in 2016 were English language learners. In an English-speaking school, students who aren't fluent in English may not fully understand class material. In addition, they might be afraid to ask questions and share ideas because they don't have the English language skills they need to express abstract concepts.
- **Systemic Discrimination:** Many underrepresented students have experienced discrimination in schools, hospitals, libraries, and other public spaces. Authoritarian expectations and punishment in the classroom can trigger these same feelings, making students feel unsafe or unwelcome at school.
- **Lack of Representation:** Many educational materials are unintentionally biased. Books typically feature white protagonists. Movies typically depict predominantly white classrooms. Even standardized test questions are often unknowingly written in a way that favors the experiences of racial and ethnic majorities. Situations like these communicate to students of color that schools and classrooms are not really designed with them in mind.



These issues, among others, can cause students to disengage from the learning process—acting out in class, neglecting homework,

skipping school, or even dropping out altogether. Ultimately, these behaviors lead to poor performance that can become chronic and have lifelong effects, impacting everything from college admission rates to professional success and socioeconomic status. Culturally responsive teaching helps bridge those gaps by engaging students from underrepresented cultures (which can be informed by everything from race and ethnicity to religion and ability) in the learning process in ways that are meaningful and relevant to them.

The benefits of culturally responsive teaching are undeniable. Not only does it improve student success rates across the board but it also fosters positive relationships between families and school communities and promotes inclusion in schools and education systems.

3.1.4 The Importance of Teachers' Attitudes Towards Culturally Diverse Learners

The diverse languages, literacies and cultural ways of knowing and being of students of minority cultures are sometimes perceived as deficiencies that need to be overcome in order for students to learn the dominant language, literacies and cultural ways of school.

From this point of view, students are seen as culturally deprived because they don't have sufficient experiences of the knowledge and values of the dominant culture, and are subject to low expectations for achievement and family involvement.

This can lead to a sense of disconnection from the school for culturally diverse students and families. Research indicates that parents are aware that blame for students' underachievement is often directed towards the home, and this makes them feel unwelcome at the school.



Deficit beliefs and discourses about students from various cultural and ethnic backgrounds can lead to teachers feeling helpless, frustrated or angry. This way of thinking locates the responsibility for change within students and their families and therefore outside of a teacher's control. This way of thinking prevents teachers from being powerful agents of change in their own classrooms. Teachers, of course, are free to reject deficit thinking and adopt alternative discourses. Rather than identifying problems for certain groups of students in terms of their health, welfare, socio-economic status and general educational disadvantage, research demonstrates that the single biggest influence on student achievement is the quality of teaching. By adopting an agentic discourse, teachers see themselves as capable of making change and taking responsibility for student outcomes. Quality teaching can offset many negative factors that may affect a student's achievement.

Culturally responsive teaching is about making school learning relevant and effective for learners by drawing on students' cultural knowledge, life experiences, frames of reference, languages, and performance and communication styles. This means making what students know, and how they know it, the foundation of learning and teaching interactions and curriculum. This is good for all students, but particularly so when there are significant differences between the world of the teacher and the world of the child.

All students have cultural 'funds of knowledge' or bodies of knowledge and skills for individual functioning and well-being that they can utilise in formal classroom learning. Culturally responsive teaching recognises and deeply values the richness

of the cultural knowledge and skills that students bring to the classroom as a resource for developing multiple perspectives and ways of knowing. Teachers communicate, validate and collaborate with students to build new learning from students' specific knowledge and experience. Culturally responsive pedagogies focus on positive interpersonal relationships and effective, socially constructed and dynamic forms of instruction and assessment. Actually, the principles of culturally responsive pedagogy are entirely compatible with the principles of effective teaching.



Culturally responsive teaching is

- **Validating:** the curriculum values the diverse knowledge and practices of its students.
- **Comprehensive:** it incorporates preferred ways of knowing and the cultural and life experiences of students, as well as the history and culture of the group.
- **Empowering and transformative:** it transforms the way students see themselves in terms of their personal efficacy. It is also transformative and emancipatory in that it reveals that multiple versions of 'truth' are valid and no single version is total and permanent.

Some researchers are beginning to use the term ‘culturally sustaining pedagogies’, reflecting an aim to foster and sustain linguistic and cultural diversity in schools rather than merely respond to it. These researchers are cautious of approaches that use students’ existing cultural knowledge to teach the mainstream canon of acceptable knowledge and ways of being in ways that work to overwrite existing cultural beliefs and knowledge. They suggest that teachers support students in sustaining their emerging cultural and linguistic competence while simultaneously offering access to competencies valued and practised in the dominant culture.

3.1.5 How to Create a Culturally Responsive Classroom

Teachers can use many methods to foster cultural responsiveness in the classroom—from empowering students to make choices about their own education (see below) to creating lessons that celebrate students’ diverse backgrounds. Culturally responsive teaching strategies can build trust; encourage collaboration; improve communication; and create a supportive, respectful atmosphere where every student can thrive.

Get to Know Your Students and Their Families

Expressing interest in your students’ ethnic and cultural backgrounds is fundamental to creating a culturally responsive classroom. Make sure to learn the correct pronunciation of your students’ names and encourage them to share their family traditions with their classmates. This could be in the form of a family history report where students research their cultural heritage and present what they learn. Or you could take a less formal approach and ask your students to bring one of their family’s favorite foods to share with the class. Remember, you serve as an example. Model what it looks like to appreciate and honor differences.



It's important to get to know your students' families, too. Family involvement can have a significant impact on student success. But it's important to remember that being involved doesn't look the same for every family—cultural attitudes, family history, and other factors can inform how and in what ways a family chooses to get involved.

Quick Tip: Schedule a visit with your students and their families outside of regular school hours to foster trust and gain insight into every student's unique background.

Design an Inclusive Curriculum

Every student in a classroom should feel represented and included in lessons and school activities. Consider the diverse cultural backgrounds of your students and think creatively about how to celebrate those differences. Try incorporating books and other media that highlight your students' cultural backgrounds, or, as mentioned earlier, ask your students to write about their cultural heritage and share it with the class.

Quick Tip: Assign a family history project to encourage students to learn about their cultural heritage and share what they learn with their classmates.



Account for Language Differences

A culturally informed classroom should take into consideration that English may not be the primary language for some students. Rather than expecting nonnative English speakers to overcome language barriers on their own, teachers should find ways to provide additional support. Consider offering supplemental materials in the student's primary language to aid in testing and assignments. Or create a custom education plan to encourage English language learning.

Quick Tip: Send a private survey home with each student to ask questions about what language they use at home or how often and in what language they read with their parents. Use this information to strategize how you can support nonnative English speakers throughout the year.

Communicate Consistently High Expectations

While all students have their own unique strengths and challenges, it's important that every student is motivated to excel. Make sure your students know that you expect them to engage in lessons, challenge themselves, and achieve at a high level. Unconscious personal bias can cause some teachers to set lower expectations for minority students or assume underperformance is a result of

family circumstances, race, or cultural differences. If you notice a student is underperforming, take the time to figure out why. Keep an open mind and implement a personalized intervention strategy to help get him or her back on track.

Quick Tip: Create a list of reasonable expectations and display it at the front of the classroom. Refer to this list routinely to create an atmosphere of openness, transparency, and encouragement, especially when sharing about different cultures.

Facilitate Student Empowerment

Authoritarian classrooms—where student behavior is restricted by a long list of strictly enforced rules—can be problematic. Limitations on personal exploration can make some students feel that their teacher is socially unjust. This is especially true for students from underrepresented backgrounds who are more likely to face inequity and discrimination. To prevent this, try to see your role less as an instructor and more as a facilitator. Allow students to have a say in what they learn by focusing lessons on topics they find interesting, allowing them to choose their own reading material, and encouraging them to share thoughts and ideas in an open-minded, supportive environment.

Quick Tip: Swap lectures for class discussion or collaborative projects to help account for diverse learning styles and cultural contexts, in order to help students feel like an important part of their own education.

Address Your Own Biases

Every educator brings some sort of personal bias into the classroom. These biases (racial, ethnic, gender, and socioeconomic, to name a few) can be hard to recognize, let alone overcome, but addressing them is vital to becoming a culturally responsive teacher. Explore your own cultural heritage, family history, upbringing, and privileges. Try to view your experiences from an objective standpoint to understand how the experiences of other

people might be different. To gain even more insight, find books, articles, movies, and other media that help you understand the world from diverse perspectives.

Quick Tip: Make a list of your cultural assumptions, however uncomfortable this might make you. Then read through the list and ask yourself, “Do I really feel this way? And, if so, why?” Keep an open mind and be willing to change your preconceived ideas.

3.2 A FRAMEWORK FOR CULTURALLY RESPONSIVE TEACHING

To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement. There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful.

To that end, we have developed a comprehensive model of culturally responsive teaching: a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student’s cultural identity. The foundation for this approach lies in theories of intrinsic motivation.

Before we outline our framework for culturally responsive teaching, we will address the bond of motivation and culture, and analyze some of the social and institutional resistance to teaching based on principles of intrinsic motivation. Understanding these relationships provides a clearer view of the challenges we must overcome if we are to genuinely transform teaching and successfully engage all students.

3.2.1 Motivation Is Inseparable from Culture

Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives. For example, one person working at a task feels frustrated and stops, while another person working at the task feels joy and continues. Yet another person, with an even different set of cultural beliefs, feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture.

While the internal logic as to why a student does something may not coincide with that of the teacher, it is, nonetheless, present. And, to be effective, the teacher must understand that perspective. Rather than trying to know *what to do to* students, we must work with students to interpret and deepen their existing knowledge and enthusiasm for learning. From this viewpoint, motivationally effective teaching *is* culturally responsive teaching.

3.2.2 Locked in Mid-Century

Most educators with whom we have worked would agree that there is a strong relationship between culture and motivation, and that it only makes sense to understand a student's perspective. Why, then, do we have such difficulty acting this way in the classroom?

One major reason is that we feel very little social pressure to act otherwise. The popular media and structural systems of education remain locked in a deterministic, mechanistic, and behavioristic orientation toward human motivation.

If one were to do a content analysis of national news broadcasts and news magazines for the last 40 years to identify the most widely used metaphor for motivation, “the carrot and the stick” — reward and punish, manipulate and control — would prevail. As a result, our national consciousness assumes there are many people who need to be motivated by other people.

The prevailing question, “How do I motivate them?” implies that “they” are somehow dependent, incapable of self-motivation, and in need of help from a more powerful “other.” In this sense, the “at-risk” label acts to heighten our perception of students as motivationally dysfunctional, and increases our tendency not to trust their perspective. The fact that an inordinately high number of “at-risk” students are poor and people of color should cause us to reflect on how well we understand motivation. Thoughtful scholars have suggested that this label now serves as a euphemism for “culturally deprived”.

Secondary education is influenced a great deal by the practices of higher education, and both levels tend to follow the precepts of extrinsic reinforcement. Teaching and testing practices, competitive assessment procedures, grades, grade point averages, and eligibility for select vocations and colleges form an interrelated system. This system is based on the assumption that human beings will strive to learn when they are externally rewarded for a specific behavior or punished for lack of it.

Schools and colleges successfully educate a disproportionately low number of low-income and ethnic minority students. Because the importance of grades and grade point averages increases as a student advances in school, it is legitimate to question whether extrinsic motivation systems are effective for significant numbers of students across cultures. We can only conclude that, as long as the educational system continues to relate motivation to learn with external rewards and punishments, culturally different students will, in large part, be excluded from engagement and success in school.

3.2.3 Changing Consciousness About Motivation

It is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These primary sources of motivation reside in all of us, across all cultures. When students can see that what they are learning makes sense and is important, their intrinsic motivation emerges.

We can begin to replace the carrot and stick metaphor with the words “understand” and “elicit”; to change the concept of motivation from reward and punishment to communication and respect. We can influence the motivation of students by coming to know their perspective, by drawing forth who they naturally and culturally are, and by seeing them as unique and active. Sharing our resources with theirs, working together, we can create greater energy for learning.

Intrinsic systems of motivation can accommodate cultural differences. Theories of intrinsic motivation have been successfully applied and researched in areas such as cross-cultural studies; bilingual education; and education, work, and sports. Ample documentation across a variety of student and regional settings suggests that noncompetitive, informational evaluation processes are more effective than competitive, controlling evaluation procedures.

A growing number of educational models, including constructivism and multiple intelligences theory, are based on intrinsic motivation. They see student perspective as central to teaching. Unfortunately, educators must often apply these theories within educational systems dominated by extrinsic reinforcement, where grades and class rank are emphasized. And, when extrinsic rewards continue to be the primary motivators, intrinsic motivation is dampened. Those students whose socialization accommodates the extrinsic approach surge ahead, while those students—often the culturally different—whose socialization does not, fall behind. A holistic, culturally responsive pedagogy based on intrinsic motivation is needed to correct this imbalance.

3.2.4 An Intrinsic Motivational Framework

We propose a model of culturally responsive teaching based on theories of intrinsic motivation. This model is respectful of different cultures and is capable of creating a common culture that all students can accept. Within this framework, pedagogical alignment—the coordination of approaches to teaching that ensure maximum consistent effect—is critical. The more harmonious the elements of teaching are, the more likely they are to evoke, encourage, and sustain intrinsic motivation.

The framework names four motivational conditions that the teacher and students continuously create or enhance. They are:

1. *Establishing inclusion*—creating a learning atmosphere in which students and teachers feel respected by and connected to one another.
2. *Developing attitude*—creating a favorable disposition toward the learning experience through personal relevance and choice.
3. *Enhancing meaning*—creating challenging, thoughtful learning experiences that include student perspectives and values.
4. *Engendering competence*—creating an understanding that students are effective in learning something they value.

These conditions are essential to developing intrinsic motivation. They are sensitive to cultural differences. They work in concert as they influence students and teachers, and they happen in a moment as well as over a period of time.

3.2.5 Culturally Responsive Teaching

Let us look at an actual episode of culturally responsive teaching based on this motivational framework. It occurs in an urban high school social science class with a diverse group of students and an experienced teacher.

At the start of a new term, the teacher wants to familiarize students with active research methods. She will use such methods throughout the semester, and she knows from previous experience that many students view research as abstract, irrelevant, and oppressive work.

After reflecting on the framework, her teaching goal, and her repertoire of methods, she randomly assigns students to small groups. She encourages them to discuss any previous experiences they may have had in doing research as well as their expectations and concerns for the course. Each group then shares its experiences, expectations, and concerns as she records them on the chalkboard. In this manner, she is able to understand her students' perspectives and to increase their connection to one another and herself (*motivational condition: establishing inclusion*).

The teacher explains that most people are researchers much of the time, and she asks the students what they would like to research among themselves. After a lively discussion, the class decides to investigate and predict the amount of sleep some members of the class had the previous night. This experience engages student choice, increases the relevance of the activity, and contributes to the favorable disposition emerging in the class (*motivational condition: developing attitude*). The students are learning in a way that includes their experiences and perspectives.

Five students volunteer to serve as subjects, and the other students form research teams. Each team must develop a set of observations and questions to ask the volunteers. (They cannot ask them how many hours of sleep they had the night before.) After they ask their questions, the teams rank the five volunteers from the most to the least amount of sleep. When the volunteers reveal the amount of time they slept, the students discover that no research team was correct in ranking more than three students.

Students discuss why this outcome may have occurred, and consider questions that might have increased their accuracy, such as, "How many hours of sleep do you need to feel rested?" Collaborative learning, hypothesis testing, critical questioning, and

predicting heighten the engagement, challenge, and complexity of this process for the students (*motivational condition: enhancing meaning*).

These procedures encourage and model equitable participation for all students.

After the discussion, the teacher asks the students to write a series of statements about what this activity has taught them about research. Students then break into small groups to exchange their insights. Self-assessment helps the students to gain, from an authentic experience, an understanding of something they may value (*motivational condition: engendering competence*).

This snapshot of culturally responsive teaching illustrates how the four motivational conditions constantly influence and interact with one another. Without establishing inclusion (small groups to discuss experiences) and developing attitude (students choosing a relevant research), the enhancement of meaning (research teams devising hypotheses) may not have occurred with equal ease and energy; and the self-assessment to engender competence (what students learned from their perspective) may have had a dismal outcome. According to this model of teaching, all the motivational conditions contribute to student engagement.

3.2.6 Norms, Procedures, and Structures

Although the above event actually occurred, it may sound like a fairy tale because everything worked smoothly. In reality, teaching situations often become fragmented by the competing needs and interests of a diverse student body. All too often, we use educational norms and procedures that are contradictory. The result is that we confuse students and decrease their intrinsic motivation. For example, consider the teacher who uses cooperative learning yet gives pop quizzes; or who espouses constructivist learning yet grades for participation; or who abhors discrimination yet calls mainly on boys during class discussions.

In an effort to help educators avoid such errors of incoherence, we have compiled educational norms, procedures, and structures that are effective from a motivational as well as multicultural perspective (see fig. 1). Together, they provide an integrated system of teaching practices for our model of culturally responsive teaching. They are categorized according to the motivational conditions of the framework:

Norms are the explicit values espoused by the teacher and students. *Procedures* are learning processes that carry out the norms. *Structures* are the rules or binding expectations that support the norms and procedures.

1. Establish Inclusion

Norms:

- Emphasize the human purpose of what is being learned and its relationship to the students' experience.
- Share the ownership of knowing with all students.
- Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.
- Treat all students equitably. Invite them to point out behaviors or practices that discriminate.

Procedures: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.

Structures: Ground rules, learning communities; and cooperative base groups.

2. Develop Positive Attitude

Norms:

- Relate teaching and learning activities to students' experience or previous knowledge.
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Procedures: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning.

Structure: Culturally responsive teacher/student/parent conferences.

3. Enhance Meaning*Norms:*

- Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner.
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue.

Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.

Structures: Projects and the problem-posing model.

4. Engender Competence*Norms:*

- Connect the assessment process to the students' world, frames of reference, and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.

Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment.

Structures: Narrative evaluations; credit/no credit systems; and contracts for grades.

Figure 1. Four Conditions Necessary for Culturally Responsive Teaching

Teaching in a way that respects diversity is challenging, of course. Consider the following case example. The *norm* that Mr. Clark, a U.S. history teacher, is aiming for is “sharing the ownership of knowing.” The topic is the notion of cultural pluralism, and, later, the roles that our socioeconomic backgrounds play in our lives. Clark uses the *procedures* of collaborative learning and critical questioning to facilitate student comprehension of the concepts of “melting pot,” “social class,” and other terms.

Clark asks the class to first brainstorm words that are associated with culture. Students volunteer “language,” “ethnicity,” “gender,” “religion,” “food preference,” and so forth. In pairs, students then

talk to their partner about ways in which they believe they are culturally similar and distinct from each other.

After 15 minutes, the teacher asks students to note three observations about the concept of culture. The most prevalent response is that “we were surprised at how much we have in common.” Clark indicates that he sees this as well. He asks the class, “If we have such commonality, why do some groups of people in the United States have such difficulty becoming economically secure?” Note what happens as students struggle over whose perceptions are the most accurate.

First student: Some have more difficulty because of discrimination, because people have prejudices against people whose skin is a different color from theirs.

Second student: I don’t think it’s that simple. Look how many people of color are doing well. We’ve got generals, mayors, and corporation executives. There’s a black middle class and they are economically secure.

Third student: Yeah, that might be so, but it isn’t as many people as you think. The newspapers just make a big deal about minorities succeeding.

Clark’s ground rules (*structure*) for this conversation endorse honesty in offering opinions and forbid putdowns, so the tone of this exchange is respectful. Interest in the topic intensifies as a result of the exchange. Clark acknowledges the different points of view and asks the class: “What questions might provide insights or clarify the differences between these viewpoints?” The class breaks into small groups after which Clark records the suggested questions. Some that emerge:

1. Which ethnic groups are most economically successful? Least successful?
2. What proportion of each ethnic group is lower income, middle income, upper income?
3. Are more people of color economically successful today than 20 years ago? 100 years ago?

4. What is the relationship of educational opportunity to income status?
5. Do middle- and upper-class African Americans and Latinos encounter more discrimination than do European Americans?
6. Is there a difference in the quality of family and community support among middle- and upper-income African Americans, European Americans, and Latinos?

As a result of the discussion, students begin to see how the viewpoints about race and socioeconomic backgrounds are part of a broad and complex picture. The difference of opinion has become a stimulus for deeper learning. Students then divide into three groups: one to conduct library research of relevant documents and studies; one to read and analyze relevant biographies and autobiographies; and one to interview community members who represent different cultures.

3.2.7 A Holistic Approach

For culturally different students, engagement in learning is most likely to occur when they are intrinsically motivated to learn. This motivational framework provides a holistic and culturally responsive way to create, plan, and refine teaching activities, lessons, and assessment practices.

3.3 ESSENTIAL STRATEGIES TO EMBRACE CULTURALLY RESPONSIVE TEACHING

Being culturally responsive is a critical and necessary feature of our interactions with one another. It is also vitally important in the context of education. Culturally responsive teaching is an approach that “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes”.



3.3.1 Conditions for Creating a Culturally-Responsive Classroom

There are four conditions any teacher must fulfill to establish a culturally-responsive classroom, according to an authoritative academic book about the subject called *Diversity and Motivation*. As you prepare and deliver any lesson, strive to:



- **Establish Inclusion** -- This starts by highlighting how the topic you're teaching may relate or apply to students. For example, many societies and cultures have fireworks festivals. While such a festival runs, you could teach how to calculate speed using fireworks in sample questions. Establishing inclusion also involves regularly grouping

students with different classmates, encouraging discussion to solve problems. In doing so, they can share unique perspectives.

- **Develop Positive Attitudes** -- This further focuses on relating content to students. A popular method is allowing them to choose between activities and assessments that let them showcase their values, strengths and experiences. For example, while providing clear learning goals and evaluation criteria, encourage students to submit their own project ideas.
- **Enhance Meaning** -- You can bolster lesson content by drawing connections with real-world issues, asking students to use opinions and existing knowledge to address them. For example, when teaching about government, you could contextualize concepts through municipal political issues. When appropriate, use student jargon to clarify these issues or improve communication in general.
- **Foster Confidence** -- Make the assessment process less intimidating by offering different ways to demonstrate skills and understanding. For example, avoid handing out quizzes that are purely multiple choice or fill-in-the-blank. Among other question types, mix in problems that involve writing short- and long-form answers. After, give students time to assess their own progress and performance, helping them focus on growth.

3.3.2 Culturally-Responsive Teaching Strategies and Examples

The following practices provide some essential strategies for how educators can make their learning environments more culturally responsive.

Know Your Students

Learning about our individual students is critical in how we design our curriculum and deliver it. As instructors, it is our duty to learn the behaviors, backgrounds, and challenges our students face so we are better equipped to address them. An effective way to learn about students is to break the ice with them in the first few class meetings. This can be accomplished by brief survey questions, student inventories, interviews, or questions that can be tailored to be increasingly sophisticated depending on student level. Questions might include information about students' likes and dislikes, personal interests, responsibilities outside of school, and especially their opinions about courses and/or teachers they have perceived to be effective or ineffective. With more mature students, we may ask questions about their experience with racial incidents inside or outside of an academic environment. Very often students will share personal experiences that have deeply affected them. Eliciting this kind of information can assist educators in better meeting their students' needs. In addition to breaking the ice at the beginning of the semester, it is also essential to engage in regular check-ins with our classes. Sometimes during a semester or school year, situations may change. Students may end up homeless, deal with a parent remarrying or divorcing, or cope with their own life-changing circumstances. The more we know about them, the better we can empathize with their situation and provide them with assistance.



Be Aware Of Your Own Personal Biases

Bias can exist in many forms and often stems from inherent world views that were inculcated in us during childhood. Our beliefs and biases are also shaped by our education, family, friends and peers, and may take many forms such as religious, gender, cultural, academic, or something less consequential as color, food, or size among others.

In an educational setting, teacher bias is often a very real issue. We see it regularly in classrooms in which a student perceives the teacher as being unfair or that grading practices are not consistent from one student to another. This perception may or may not be accurate and being unaware of our biases may influence pedagogical decisions. For example, in a predominantly white, middle-class community, unfortunately, teachers may lower expectations based on a student's culture and/or race. Unconscious biases can also contribute to flawed thinking. For example, implicit bias may result in a teacher thinking women can't excel at math or that introverted, quiet students don't understand the lesson because of their limited participation. Being cognizant of the fact that we all have biases will not change them, but it may help us make more informed decisions and value differences from various perspectives so we are not perpetuating inequality.

Transform Your Pedagogy and Curriculum

Teachers are now more mindfully revisiting how to facilitate lessons that are culturally responsive due to the critical need in our changing times. While districts begin to work toward meaningful changes, there are specific steps teachers can take to transform both course curriculum and pedagogical practices.

In the area of curriculum, a number of different strategies can be implemented in terms of three areas: course content, methodology, and assessment.

Cultural course content

First, when it comes to content, materials and readings used in the classroom should reflect the diversity of the students in class and the diversity of the contributors in the field of study or discipline. Teachers should also recognize how their choices of readings, examples, analogies, videos, and other content may be biased or may reinforce stereotypes. Curriculum should also be reviewed to ensure there are no hidden forms of oppression, and activities used in class should be created to be mindful of the impact they may have on students.

Meaningful methodology

Second, pedagogy should be inclusive which means that course work should be meaningful for students, designed to encourage them, effectively meet their needs, and invite collaboration. Teachers should ensure that varied and frequent active learning techniques are being used. This can include discussions, group work, experiential learning, debates, presentations, and team projects, to name a few. Activities and lessons should be presented in multiple ways to address the varied learning styles of students, and learning support or scaffolding should be incorporated to gradually build upon the skills that students have acquired. Giving students an opportunity to reflect on what they have learned can provide insight into their progress and areas that may need more attention, but it can also reinforce learning and help them make connections to their own life experiences.

Assess assessments

Finally, in the area of assessment, we can use multiple measures to assess student learning and acquisition of knowledge. Students should be invited to share knowledge in multiple ways which include not only traditional tests but low-stakes quizzes, quick writes, homework, responses to class questions, and group discussions, as well authentic assessments such as life history

interviews, personal stories, autobiographical journaling, and portfolios to demonstrate and personalize learning. Students should be allowed to accumulate grade points in a number of different ways, not just through midterms and a final. Finally, teachers should clearly communicate the purpose of assignments and activities, and the knowledge and skills that will be gained by doing these.

Respect and Reinforce Student Culture

Each student comes to our classroom with a set of behaviors, beliefs, and characteristics that make that student unique. Coupled with this are the value systems, languages, religious beliefs, and ways of life that also contribute to their self-identity. By valuing each student's culture, we contribute to their self-concept, which in turn influences their academic success. It is also imperative to validate a student's culture by connecting their outside experiences, daily life, and background knowledge to what is occurring in the classroom in terms of the interactions and the learning that is taking place. There are a number of ways that teachers can embrace culture in the classroom.

Sharing and listening is an important way to validate culture. Students should be encouraged to listen effectively, and this is something a teacher can model in terms of good listening skills. Students should be given opportunities to share their feelings, beliefs, values, and perspectives, and they should be taught to receive and embrace this information, while still honoring the differences of their classmates. Activities and learning opportunities that allow students to celebrate both their own culture and those of others should be incorporated into lessons.

Teaching methods and instructional practices are another way to support and validate a student's culture and language. Include readings, videos, poems, songs, and other materials where students will see and hear people who look like them. Inviting guest speakers to class or joining an online event is another way to embrace culture and a student's background. Spend

time understanding your students so you can teach to different cultural backgrounds and interests. Also, be sure to incorporate universal design wherever possible to accommodate the needs of all students.

Involve Family and Community

Making a classroom more culturally responsive means engaging families and communities in the academic lives of students. Research has shown when parents and communities are involved, students are more likely to attend school regularly, complete homework, earn better grades, have better social skills, maintain better relationships with their parents, and have higher self-esteem. Involvement can occur several different ways, including parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.



Educators should communicate with families, not just when there is a discipline issue, but when something positive occurs. Open and honest communication with families can lead to greater trust and develops a nurturing relationship which allows teachers to ask questions and learn more about their students and their backgrounds. Reaching out before the school term begins and providing ways parents can communicate with you can be very helpful. Teachers might even invite parents to complete an interest

survey to better understand their students. Dialoging with parents about community or support resources to strengthen schools can not only lead to increased awareness but can also build the community relationships that are necessary to support students. Many schools also ensure translators are available for families and provide transportation vouchers to enable them to attend school meetings and events. Finally, making time for impromptu conversations and organic check-ins can enable families to feel more included and more comfortable.

Interview Students

You'll build a stronger understanding of students' values and habits -- as well as strengths and weaknesses -- by individually asking them questions. While running a large-group exercise, pull each student aside for a few minutes. **Ask about:**

- Hobbies
- Their favourite lessons and activities
- Which kinds of exercises help them remember lessons and improve skills

Note what each student says to identify themes and different preferences. Then, when possible, **relate content to their interests and deliver lessons that appeal to shared strengths.**

Integrate Relevant Word Problems



Many students will take a greater interest in math if you use word problems to contextualize equations.

Working with 41 7th grade students throughout an academic year, a 2015 study published by the Canadian Center of Science and Education used such contextual learning strategies to increase test scores by more than 44%. Create culturally-relevant word problems by:

- Including student names to make subject matter relatable
- Linking to student interests, such as by measuring the shot distance of a famous soccer player
- Referencing diverse cultures, such as by determining the diameter of a specific ethnic food platter

Using these word problem tips will not only help you establish a culturally-responsive classroom, but engage students more than by using abstract questions.

Present New Concepts by Using Student Vocabulary

Delivering relatable content goes beyond math class. In any subject, you can grab and keep student attention by using their vocabulary to build understanding before moving to academic diction.

Let's say many of your students are sports fans with family from soccer-crazed nations. Use a soccer example to demonstrate metaphors in language arts class:

Andrea Pirlo is an eagle on the pitch, armed with vision sharp enough to detect the smallest openings and recognize opportunities his opposition can't.

This kind of culturally-responsive language should open the door to presenting challenging skills and concepts, engaging students while doing so.

Bring in Guest Speakers



Guest speakers can bring context and passion to history, geography and social studies lessons, capturing student interest. A war veteran could deliver a vivid narrative of his or her experiences. A mountaineer could give a striking recount of scaling Lhotse. Both could answer questions many teachers would struggle with, while engaging students much more effectively than a slideshow. Plus, according to a 2015 study by the Economics of Education Review, **students are often encouraged to work harder when they share a background with an educator.** So, diverse guest speakers may inherently engage and motivate students who share a culture with them.

Deliver Different Forms of Content through Learning Stations

Whether due to culture, socialization, preference or learning needs, students respond differently to different types of content. You can provide a range of material to each student by setting up learning stations. Each station should use a unique method of teaching a skill or concept related to your lesson. For example, students can rotate between stations that involve:

- Playing a game
- Creating artwork
- Watching a video
- Reading an article
- Completing puzzles
- Listening to you teach

After going through each station, you can help students further process the material by holding a class discussion or assigning questions to answer.

Gamify Lessons



Want another way to consistently diversify content and its delivery, appealing to different learning styles? Gamify some lesson elements. **Easy-to-implement practices include:**

- Offering rewards, such as badges, for completing specific tasks or achieving certain scores
- Setting a clear learning goal for the lesson, charting progress throughout the class to motivate students
- Creating an “instruction manual” for a project, which contains the rubric and best practices for earning a high grade

Plus, gamifying your lessons is a way of making connections with contemporary gaming culture -- helping students within this culture process and demonstrate understanding of content.

Call on Each Student

Call-and-response -- the practice of asking students frequent questions while giving lessons -- usually keeps them engaged, but also enables them to share thoughts and opinions. **Involve everyone by:**

- Encouraging the sharing of personal perspectives, when a question allows for it
- Calling on students without their hands up, acclimatizing them to speaking amongst peers
- Asking a question after each new point or thought, having a student teach back the concept you just spoke about

By lesson's end, this call-and-response approach should allow each student to speak at least once.

Use Media that Positively Depict a Range of Cultures



Children process content more effectively when their cultures and languages have places in the curriculum, according to an oft-

cited academic book about teaching in multiracial schools. Using media, such as books and movies, that positively depict a range of cultures and are relevant to your syllabus can partially address this need. Finding options through databases such as IMDB or American Literature isn't a tough task. As a bonus, using different media should boost engagement levels.

Offer Different Types of Free Study Time

Free study time typically appeals to students who prefer solo learning, but many cultures prioritize learning in group settings. You can meet both preferences by dividing your class into clearly-sectioned team and individual activities, such as the following:

- Provide audiobooks, which play material relevant to your lessons
- Create a station for group games that teach curriculum-aligned skills
- Keep a dedicated quiet space for students to take notes and complete work
- Allow some students to work in groups while taking notes and completing work, away from the dedicated quiet space

Presented with these options, free study time should appeal to a wider range of learners.

Encourage Students to Propose Ideas for Projects



By asking students to submit ideas for their own projects, the benefits of choice extend beyond free study time. Specifically, they should build confidence by showcasing their strengths.

So, encourage them to pitch ideas for taking a project from concept to completion. A student must show how the product will meet academic standards in his or her pitch. If the idea falls short, give the student ideas to refine it.

If the student can't refine the idea, he or she can choose a project from a list of options you provide. Not only will you be pleasantly surprised by some pitches, but you may generate ideas for future culturally-responsive exercises and assessments.

Experiment with Peer Teaching

There'll almost always be some student vocabulary and communal practices you never pick up on. But you can fill these gaps through peer teaching. Relatively-simple exercises include:

- Jigsaw activities
- Reading buddy sessions
- Using educational software in pairs

Students who read and discuss story passages with peers recall more content and score higher on assessments, according an Ohio University pilot study.

And, according to a science education study, students who work in pairs and groups typically perform better on tests that involve reasoning and critical thinking.

Such results are largely achieved due to students discussing and rationalizing concepts in their own words, many of which belong to contemporary cultural lexicon and are not academic.

Establish Cooperative Base Groups



Cooperative base groups -- which come from collaborative learning pedagogy -- allow students to regularly learn and process content together. Your role consists of creating groups of three or four, scheduling meeting times and detailing agendas for them. Filling knowledge gaps and encouraging communication is also involved. Students' roles focus on supporting each other while striving to meet learning goals over the year. While working in base groups, students can:

- Review lessons
- Take on guided research
- Address each other's questions
- Complete in-class assessments

The connection to culturally-responsive teaching is the same as peer learning: Cooperative base groups encourage students to make sense of concepts you've taught by using their own words and thoughts.

Run Problem-Based Learning Scenarios

The flexibility of problem-based learning lends itself to culturally-responsive teaching. This is because, when presenting a relatable real-world problem for your students to solve, two cultural connections will typically occur. First, there will likely be a cultural link in the question, whether it's explicit or students make it themselves. Second, because they can apply different approaches to solve the question, they may use unique cultural perspectives. But if you want to create a scenario with explicit cultural ties, consider:

- Encouraging students to take historical, sociological and anthropological viewpoints
- Framing the problem using ethnic events -- for instance, solving logistical challenges of running a heritage festival -- in the area

Regardless, the student-centred nature of problem-based learning will allow your class to use culturally-relevant examples and information when appropriate.

Culturally responsive teaching can be practiced alongside other modern teaching pedagogies to help students learn better.

The teaching strategy to include cultural responsiveness empowers, motivates, and engages students to gain practical knowledge.

Culturally responsive classroom management emphasizes student involvement through activities, questions, and projects. Culturally responsive classrooms are happier, more positive, and help students form personal connections with their syllabus.

It has proven to have multiple benefits over traditional teaching pedagogy including problem-based learning, collaborative learning environment etc.

So go ahead, build a classroom environment with cultural relevance, cultural responsiveness, and comfortable learning space for all kinds of students from all backgrounds.

3.4 STEPS TO BECOMING A CULTURALLY RESPONSIVE TEACHER

It's much more than just recognizing your students' cultural background (although that's a good start).

Culturally responsive teaching, or cultural intelligence in education, helps create a learning environment that is engaging and accessible to a broader range of students.

As a teacher in today's multicultural classroom, fostering culturally responsive teaching practices is becoming more and more necessary.

The Census Bureau had projected that by 2020 more than half of all students in US public schools will be minority students.

Figuring out how to meet the diverse needs of students with differing economic and cultural backgrounds, not to mention varying learning styles, has become a top priority for educators.

Teachers need to have cultural knowledge. You should try to understand achievement gaps as well as cultural and linguistic differences.

Increasing your understanding will help you resolve potential cultural differences between students in the classroom.

To become a more culturally responsive teacher you should:

1. Assess your own behavior.
2. Get to know your students.
3. Make your classroom a judgment-free zone.
4. Adapt your teaching practices.
5. Teach for all cultures.

3.4.1 Assess your own behavior

It's important to recognize that your own culture influences your attitudes.

Have you ever heard of implicit bias?

Implicit bias is the attitudes or stereotypes that affect someone's understanding, actions, and decisions unconsciously. These are biases we are completely unaware of, so it's important to learn more about your implicit biases towards other cultures.

If your students' cultures differ from yours, you need to be sensitive to the differences in attitudes and customs to build relationships with your students.

The first step to creating a culturally responsive classroom is being aware of your actions and working to shift your mindset into culturally inclusive and open-minded ones.

This awareness also applies to your interactions with students' families and their communities.

Being sensitive to how specific cultures process learning is a key first step towards building a positive, respectful relationship with families from diverse cultural backgrounds.



3.4.2 Get to Know Your Students

Be proactive when it comes to learning about the different cultural backgrounds of the students in your classroom. Do your research,

either online or by talking to your teaching colleagues.

As a teacher, you cannot create a culturally responsive classroom if you don't take the time to get to know your students as individuals.

Establishing set times to sit down with a student can give them a chance to speak about themselves in a more personal setting. Some students may not feel comfortable talking about their life outside of school with the whole class listening.

Be sure to show a genuine interest in each student's understanding of content and their general well-being. Creating a culturally responsive classroom is all about creating an environment in which students of all cultures feel comfortable and ready to learn.

If there is a student in your class who has recently immigrated from another country, for example, sit down with them to ask if there were any activities or traditions they enjoyed at school in their home country. This will not only help put your new student at ease, it can also breathe life into your lesson activities.

3.4.3 Make your Classroom a Judgment-free Zone

Students must be able to look at situations regarding culture with an unbiased opinion and be comfortable asking questions to further their understanding.

If a conversation arises about a current event or behavior, welcome a discussion. But be sure the conversation is directed towards learning, not criticizing.

Encourage students to ask questions and challenge the status quo. Make critical thinking the norm and teach your students to value each other's differences.

It's common for many students to be too shy to speak up.

Encouraging them to voice their opinions and questions about what is happening in the world around them is one of the best ways to help them understand and overcome some of their preconceived notions.

3.4.4 Adapt your teaching

Culturally responsive teaching is a student-focused approach.

It identifies the differences between students and the unique strengths of each child to encourage their academic achievement and a sense of belonging in the classroom.

There are some important questions you should ask yourself, including the following:

- Are there any activities in your classroom that don't benefit all students?
- What activities seem to engage all students and get them participating?
- What actions have you noticed seem to get the best reactions out of your students?

It's important to honestly assess your current teaching practices and modify your instruction and curriculum to consider all students' backgrounds and readiness levels.

Research has shown that students are more engaged in learning and learn more effectively when the knowledge and skills taught are presented within the context of their own experiences and cultural frames of reference.

As a result, it's critical to learn how to adapt your teaching strategies and techniques to students of all cultural backgrounds in your classroom.

Incorporating learning strategies that have a sense of familiarity for international students, for example, can not only help them better connect to the classroom environment, but feel more comfortable sharing their own experiences with classmates.

Make learning as interactive as possible.

Educational games are fun for students; they also require active listening and a higher chance for memory retention.

Puzzle-solving, making connections, storytelling or visuals and repetition are all tools that can be used in the classroom and are commonly seen across cultures.

3.4.5 Teach for all cultures

Choose content that reflects the different cultures of your students in your lessons.

Lessons should incorporate multicultural information and approaches whenever possible.

Suppose a teacher only references people from a specific cultural background or ethnicity exclusively in-class examples. In that case, students may feel that their cultural background is being excluded and may feel disengaged.

Teachers at home and especially teachers abroad need to make cultural competence a priority.

Now more than ever, teachers should be looking to make their classrooms and school community space where students of all cultures feel supported to learn and succeed.

Try to remember to be mindful of the following tips so you can be a more inclusive, culturally responsive teacher:

1. Assess your own behavior.
2. Get to know your students.
3. Make your classroom a judgment-free zone.
4. Adapt your teaching practices.
5. Teach for all cultures.

By embracing culturally responsive teaching principles, your classroom can, over time, become a more positive learning environment for all of your students – it all starts with you.

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CHAPTER 4

STUDENTS AND INSTITUTIONAL PREPAREDNESS FOR EDUCATIONAL ENCOUNTER

INTRODUCTION

Preparedness refers to a research-based set of actions that are taken as precautionary measures in the face of potential disasters. These actions can include both physical preparations (such as emergency supplies depots, or adapting buildings to survive earthquakes) and trainings for emergency action. Preparedness is an important quality in achieving goals and in avoiding and mitigating negative outcomes. There are different types of preparedness, such as public health preparedness and local emergency preparedness or snow preparedness, but probably the most developed type is “Disaster Preparedness”, defined by the United Nations as involving “forecasting and taking precautionary measures before an imminent threat when warnings are possible”. This includes not only natural disasters, but all kinds of severe damage caused in a relatively short period, including warfare.

Preparedness is a major phase of emergency management, and is particularly valued in areas of competition such as sport and military science. Methods of preparation include research, estimation, planning, resourcing, and education, practicing and rehearsing.

4.1 OVERVIEW OF INSTITUTIONAL PREPAREDNESS FOR EDUCATIONAL ENCOUNTERS

The term 'preparedness' refers to the ability of governments, professional response organizations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazards, events or conditions. It means putting in place mechanisms which will allow national authorities and relief organizations to be aware of risks and deploy staff and resources quickly once a crisis strikes. These and other skills are essential for students wanting to succeed in a hybrid or fully online course. Surprisingly, however, some students still think technical skills are the number one priority for online success.

The twenty-first-century higher education landscape in the world in general and in South Africa in particular is a very complex one, plagued by a variety of challenges and opportunities. The level of preparedness by both students and the university determines the kind of educational encounters students will have and how such encounters will shape their educational journeys. Students' preparedness for higher education is seen as one of the main factors affecting first-year attrition or study success. Cloete argues that "from assessments of the South African system by the Harvard panel on Accelerated and Shared Growth Initiative –South Africa, the World Bank and the Centre for Higher Education Trust, South African higher education system could be characterized as low participation with high attrition rates, with insufficient capacity for adequate skills production". This points to the challenges the South African higher education landscape is facing and how these have persisted for over 20 years after the end of apartheid. Fomunyam concurs with this by arguing that about 40 % of

students who enter higher education institutions in South Africa end up dropping out and only about 15 % complete their degree in the minimum completion time. Though the reasons for this vary from context to context, Lemmens argues that the major reason can be attributed to the level of student and institutional preparedness. How prepared both the student and the institution are for the educational encounter is likely to determine the level of student performance in the classroom and the ultimate completion of the programmes.

Monnapula-Mapesela argues that in South Africa, student under-preparedness has become a dominant learning-related cause of the poor performance patterns in higher education. He further states that “surprisingly and of concern, is the fact that still no single university in South Africa, inclusive of those that admit only the cream of the crop, can safely deny students’ unpreparedness, high dropout rates, poor throughput, low success rates despite innumerable academic support structures in place, as amongst some of the challenges that confront the country’s higher education”. Student under-preparedness is therefore a widely recognized issue in South African higher education though the reasons for under-preparedness vary from student to student. The contextual nature of student preparedness in South Africa can be understood as influenced to a greater extent by the political history of the country so that its subtle effects are still being felt within all sectors of education. The fact also remains that the level of social, political and economic capital possessed by different students, which in itself is the result of the socio-economic status of their families, has actually played a major role in the kind of learners being produced and ultimately applying to universities.

Institutional preparedness, as stated above, must also be considered. Fomunyan argue that most South African institutions are still grappling with transformation, making them strategically underprepared for the quality of students being ushered into the higher education system. Most universities in South Africa by and large are still being influenced by the culture inherited from apartheid; they fail to attract and retain the best academics and

researchers who find more remunerative work elsewhere. Within higher education there is the enormous differentiation between institutions—the abiding differences between historically white universities and historically black universities, and the under-resourced nature of some of these universities makes it increasingly difficult for underprepared students to succeed. Therefore, South African higher education appears caught between the disabling legacies of the past and the structural pressures of the present. The danger is that these twin forces become excuses for inaction—to throw up one’s hands and point fingers at apartheid or neoliberalism.

Students’ access, preparedness and success are widely debated issues in South African higher education institutions, student under-preparedness being articulated as the dominant learning-related cause of the poor performance patterns in higher education, largely blamed on systemic faults of the school sector. This level of under-preparedness magnified the widening of access to the larger population, particularly to non-first-language English-speaking students. This is often done with the expectation that universities will intensify support for students in a number of ways, including financial, accommodation, food, health, academic and career advising, life and academic skills and literacies, counselling and performance monitoring, and through referrals to various support programmes. The under-preparedness of the university goes a long way to magnify the under-preparedness of students, thereby creating the perfect ground for poor educational encounters and tensions within the classroom.

The Council on Higher Education stated that for many South African universities, the dawn of democracy resulted in policy-driven higher numbers of previously disadvantaged students in university studies. In spite of this apparent improvement, enough was not done to ensure the continuous access and subsequent success of these students. Universities are expected to set measures in place which would address the imbalances of the past and ensure that those with limited social, political, economic and cultural capital are empowered enough to co-construct knowledge

effectively within the higher education landscape. Roman and Dison arguing in this light point out that universities need to address the “general lack of academic preparedness, multilingual needs in English-medium settings, large class sizes and inadequate curriculum design”. The challenge for higher education institutions is not only dealing with the level of preparedness and increasing the diversity of the student population but also involves the provision of quality education. The Council on Higher Education confirms the under-preparedness of universities in South Africa to deal with structural challenges affecting students when it argued that “student experiences posits that the existing cohort of students is not necessarily underprepared, and that failure to succeed lies more in systemic weaknesses in higher education”. Therefore, there is a need for universities to fully understand students’ thinking to deliver educational practices that will allow them to achieve their full potential while bearing in mind that learning takes place on the basis of social activity.

The Department of Higher Education and Training posits that universities in South Africa are supposed to provide citizens with high-level skills for the labor market, be centers of research excellence, since they are (or are supposed to be) the dominant producers of new knowledge, or find new applications for existing knowledge in order to keep South Africa independent, inventive and able to stave off intellectual subordination to developed, post-industrial countries. The white paper concludes that universities are also supposed to be responsible for social justice and for creating equity and the equitable conditions to reverse the damaging effects of apartheid. The inability of most universities in South Africa as pointed out by Chetty and Pather has resulted in poor throughput rates because institutions are not adequately prepared for its mission or purpose. Student and institutional preparedness must therefore be understood as key drivers of throughput and educational encounters.

Educational encounters within the classroom powered by both student and institutional preparedness determine how students perform in the university. The first-year experience is critical in

influencing high dropout rates and low throughput rates. To tackle this challenge, institutions must address and enhance their academic capabilities as universities, and specifically academics, and rigorously conceptualize and design high-quality academic development programmes to support academics and students. However, to understand this complex challenge of student and institutional preparedness, it is critical to look at marginalized students who possess what is needed to succeed within the institution. By exploring their views and those of the academics teaching them, a concrete understanding is what is needed regarding the level of preparedness by both the students and the institution and what can be done to enhance such preparedness to ensure better educational encounters in the classroom. This description of the current situation in South Africa provides the background for this study.

Social and Cultural Capitals

The level of social and cultural capitals a student possesses determines how ready he or she is for educational encounters in the classroom. Since educational encounters are built on the basis of this capital, the more a student possesses, the more prepared or ready the student is for educational encounters. One of the participants pointed out that “most of the students lack the experiences and know-how needed to co-construct knowledge in the classroom. This makes teaching and learning extremely difficult because the teaching has to be the all-knowing in the classroom while students become passive recipients waiting to be filled”. Cultural capital comprises the social assets of a person (education, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society. Cultural capital functions as a social relation within an economy of practices (i.e., system of exchange), and includes the accumulated cultural knowledge that confers social status and power. It comprises all of the material and symbolic goods, without distinction, that society considers rare and worth seeking.

Social and cultural relationships have productive benefits in society. Research defines social capital as a form of economic (e.g., money and property) and cultural (e.g., norms, fellowship, trust) assets central to a social network. The social networks people create and maintain with each other enable society to function. However, found social capital produces and reproduces inequality when examining how people gain powerful positions through direct and indirect social connections. Social capital or a social network can help or hinder someone personally and socially. For example, strong and supportive social connections can facilitate job opportunities and promotion that are beneficial to the individual and social network. Weak and unsupportive social ties can jeopardize employment or advancement that are harmful to the individual and social group as well. People make cultural objects meaningful. Interactions and reasoning develop cultural perspectives and understanding. The “social mind” of groups process incoming signals influencing culture within the social structure including the social attributes and status of members in a society. Language and symbols express a person’s position in society and the expectations associated with their status. For example, the clothes people wear or car they drive represents style, fashion, and wealth.

Sociologists find cultural capital or the social assets of person (including intellect, education, speech pattern, mannerisms, and dress) promote social mobility. People who accumulate and display the cultural knowledge of a society or group may earn social acceptance, status, and power. The accumulation and transmission of culture is a social investment from socializing agents including family, peers, and community. People learn culture and cultural characteristics and traits from one another; however, social status effects whether people share, spread, or communicate cultural knowledge to each other. A person’s social status in a group or society influences their ability to access and develop cultural capital.

Cultural capital provides people access to cultural connections such as institutions, individuals, materials, and economic

resources. Status guides people in choosing who and when culture or cultural capital is transferable. The cultural inheritance and personal biography attributes to individual success more than intelligence or talent. With status comes access to social and cultural capital that generates access to privileges and power among and between groups. Individuals with cultural capital deficits face social inequalities. If someone does not have the cultural knowledge and skills to maneuver the social world she or he occupies, then she or he will not find acceptance within a group or society and access to support and resources.

Cognitive skills

Skills are vital for every educational endeavor, and it becomes particularly critical in the higher education arena where students are expected to perform a variety of tasks using several cognitive skills. To succeed in the higher education landscape especially for students with low levels of social and cultural capitals, there is a need for a variety of skills like note taking, writing, critical thinking, adaptability, creativity, listening, time management, networking, leadership, presentation and resilience, amongst others. Speaking about the importance of this, one of the participants pointed out that “Some of this students don’t even know how to listen in class or take notes. They are distracted for more than half of the class. Some show of very late and hardly ever understand the lesson. At the end when they fail an assignment and you ask them to redo it, some of them just give up or simply want to give up. This makes the chances of their success very slim”. Another participant added that “the lectures are too tiring and some of the lecturers just leave you to do all the work.

Educational Architecture

The data also revealed that not only are students ill-prepared for educational encounters, but the institution is ill-prepared as well. The data reveal that the university was littered with poor educational architecture which did little to ensure that students

got the best educational experience. Such educational architecture informed the kind of educational encounters students had in the class. One of the participants pointed out that “as a lecturer you have about 120 students in a class which is probably supposed to conductively accommodate 80. It is impossible to engage such a large number of students for a lecture spanning 90 minutes. At the end, the lecturer and one of two students become participants in the knowledge construction process while the others remain passive listeners”. Another participant added that “institutional structures are very unfriendly. They just expect you to know everything. They forget you doing this for the first time. You stand in queue for more than two hours just to get a form signed or to pick a group or submit an assignment and stuff. It’s very annoying”. The educational architecture within the universities determines the kind of experiences students have in the class and the kind of engagements and encounters that ensue. Another participant added that “the classes are not properly ventilated. We almost suffocate in class when it’s hot because we are always more than the class can contain and some students are always seating on the floor”. Another participant yet added that “the classes are overcrowded and yet there are no microphones in the classroom. The lecturer has to shout and some students are always fidgeting because they trying to ask their friends what is being said. These distractions impact the kind of educational encounters happening in the classroom”. If students cannot hear or participate in the knowledge construction process happening in the classroom, then they cannot own the knowledge constructed, meaning no meaningful learning actually takes place. Another participant further added that “the university lack basic educational or teaching and learning facilities like projectors in the classrooms, white boards or responsive boards, enough computers in student’s LANs, enough lecturers and administrative staff to handle the student population. For example, some posts have been vacant in this institution for a year, some two years and some even three, all of which are vital positions requiring key personal to hold them”. The educational architecture of the institution points to the level of preparedness by the institution for educational encounters in the classroom. Poor planning or preparation leads to poor encounters

which hamper throughput rates and cause wanton failure and increases dropout rates.

Institutional culture

Institutional culture influences everything happening in and around the university campus from the way lecturers teach to the way students are welcomed and treated and the way they are made to feel within the university. Institutional culture is at the epicenter of higher education and would directly and indirectly influence the educational encounters students have in the classroom as well as determine whether or not the university is ready to receive the diverse student body, which represents the diversity within the nation. Speaking about the culture of the institution and the role it plays in the education of the students, one of the participants pointed out that “the university has a culture of throwing the students into the proverbial deep end to either swim or sink. This is done in a variety of ways, from hiring mentors who themselves lack enough social capital to assist their peers in their educational endeavors, to providing support which addresses the kind of help the university think students need rather than provided targeted support to students when they need them”. Another participant pointed out that “there is general culture of resistance to change around the university. The old staff who have been there for years won’t give the new and younger staff members the opportunity to innovate. They lord it over them and stifle them to stay within the culture of under-productiveness and conformity to the statuesque”. Though institutional culture cannot be seen, it is experienced all over the university campus. Universities of technology all over South Africa have the culture of focusing more on technical know-how and pattern development rather than research focused on better ways of teaching and learning. This makes teaching and learning unresponsive to the new demands in teaching and learning and the diversity evident in the classroom. Confirming this, one of the participants pointed out that “the way some lecturers were teaching five or ten years ago, is still the same way they are teaching now. There is no difference

in their philosophy and the pedagogy. They see all students as the same". Another added that "universities of technologies are often seen as the place for the not so bright who have been rejected by other mainstream universities. As such the problem is the quality of student and no matter what you do, most of them will still fail and drop out. This cultural and capital deficiency approach to viewing students already creates a block in the teaching and learning process because the lecturer can never give their best". Institutional culture therefore presents a significant challenge to the educational encounters happening within the university and by and large shapes the direction of such encounters and how students experience such encounters.

4.1.1 Disaster Preparedness

Disaster preparedness refers to measures taken to prepare for and reduce the effects of disasters. That is, to predict and, where possible, prevent disasters, mitigate their impact on vulnerable populations, and respond to and effectively cope with their consequences.

Disaster preparedness provides a platform to design effective, realistic and coordinated planning, reduces duplication of efforts and increase the overall effectiveness of National Societies, household and community members disaster preparedness and response efforts. Disaster preparedness activities embedded with risk reduction measures can prevent disaster situations and also result in saving maximum lives and livelihoods during any disaster situation, enabling the affected population to get back to normalcy within a short time period.

Disaster preparedness is a continuous and integrated process resulting from a wide range of risk reduction activities and resources rather than from a distinct sectorial activity by itself. It requires the contributions of many different areas—ranging from training and logistics, to health care, recovery, livelihood to institutional development.

4.2 TEACHERS' FEELINGS OF PREPAREDNESS

The teachers feel afraid, frustrated, guilty, anxious and angry when they know that they are not teaching well or when they encounter pupils whom they cannot help. The final aspect of the teacher quality model used in this study is teachers' feelings of preparedness. Including pre-service and continued learning and work environments.

However, teachers now are challenged by reform initiatives to meet new requirements that have not been part of the conventional repertoire of expectations for effective classroom teaching and for which many teachers have not been adequately prepared during their professional training. Information about teacher qualifications and preparation does not completely address whether pre-service and continued learning and work environments adequately prepare teachers to meet the often complex and changing demands they face in their classrooms. Teachers' feelings of preparedness may indicate the extent to which their training prepares them to meet these challenges.

4.2.1 Teachers' Preparedness for Classroom Requirements

To fully answer the question of whether educators are adequately prepared to teach our children requires extensive, in-depth studies of teachers (including their practices) and student outcomes—both of which are beyond the scope of this report. However, one approach to addressing these concerns is to examine the extent to which teachers themselves feel prepared to meet these demands. The 1998 survey asked teachers to indicate how well prepared they felt for some of the most compelling classroom demands; these requirements were discussed earlier as content areas in which teachers had professional development.

The requirements were:

- Maintain order and discipline in the classroom;
- Implement new methods of teaching (e.g., cooperative learning);
- Implement state or district curriculum and performance standards;
- Use student performance assessment techniques;
- Address the needs of students with disabilities;
- Integrate educational technology into the grade or subject taught; and
- Address the needs of students with limited English proficiency or from diverse cultural backgrounds.

The data indicate that teachers generally felt either “moderately” or “somewhat” well prepared for most classroom activities. One exception was teacher preparedness to maintain classroom order and discipline; a majority (71 percent) of teachers felt “very well prepared” for this classroom demand. In contrast, few teachers (9 % or less) felt they were not at all prepared for various activities. The one exception was that 17 % of teachers felt not at all prepared to address the needs of students who lack proficiency in English or come from diverse cultural backgrounds.

Since feeling “very well prepared” is one possible indicator of a high-quality teacher, it is useful to compare teachers’ self-assessments across classroom activities to identify the requirements for which teachers felt most prepared. Teachers were most likely to report being very well prepared for maintaining order and discipline in the classroom (71%).

Classroom management has been identified as a major influence on teacher performance, a key source of teachers’ job-related stress, and, in general, an essential prerequisite for student learning. Having an overwhelming majority of teachers who felt very well prepared to meet this core classroom requirement is an

important indicator. Fewer teachers felt very well prepared to meet other typical classroom requirements for which teachers receive both initial and on-the-job training. For instance, fewer teachers believed they were very well prepared to implement new teaching methods (41 percent), implement state or district curriculum and performance standards (36 percent), and use student performance assessment techniques (28 percent).

Teachers were least likely to report being very well prepared for activities that have more recently become an essential part of expectations for classroom teaching: integrating educational technology into the grade or subject taught, addressing the needs of limited English proficient or culturally diverse students, and addressing the needs of students with disabilities. While many educators and policy analysts consider educational technology a vehicle for transforming education, relatively few teachers felt very well equipped to integrate technology into classroom instruction (20 percent).

Increased classroom diversity has brought equity issues to the forefront of the education reform agenda, but past studies have shown that many teachers were not trained to meet the demands of diverse student populations. The 1998 survey found that 54 % of the teachers taught limited English proficient or culturally diverse students, while 71 % taught students with disabilities (not shown in tables). However, at a time when classrooms are becoming increasingly diverse, relatively few teachers reported being very well prepared to address the needs of limited English proficient or culturally diverse students (20 percent) or students with disabilities (21 percent).

The likelihood of being very or moderately well prepared to address the needs of limited English proficient or culturally diverse students varied with the % minority enrollment in the school. Thus, among teachers who taught limited English proficient or culturally diverse students, 27 % of teachers from schools with more than 50 % minority enrollment believed they were very well prepared to meet the needs of these students, compared with 10 % feeling very well prepared at schools with minority enrollments of 5 % or less.

4.2.2 Teacher Preparedness and Teaching Experience

Beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management. Yet, in the context of education reform, experience may not necessarily translate into better teacher preparedness for certain classroom activities, unless experienced teachers have had continued training to upgrade their skills and knowledge in those areas.

Integrating technology into classroom instruction and employing new teaching strategies are two such areas. It is therefore useful to examine whether teaching experience makes a difference in the extent to which teachers felt prepared for various classroom requirements.

Teachers' self-perceived preparedness for various classroom activities did not always vary by teaching experience. For instance, teachers' perceptions of being very well prepared to implement new methods of teaching did not vary significantly by teaching experience.

Similarly, newer teachers did not differ from more experienced teachers in feeling very well prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds.

Teaching experience might be expected to make a difference in being prepared to manage classrooms because this area of expertise may be particularly problematic for beginning teachers. The 1998 data supported this expectation. Teachers with three or fewer years of teaching experience were less likely than more experienced teachers to report being very well prepared to maintain order and discipline in the classroom. The extent to which teachers felt prepared to implement state or district curriculum also varied by teaching experience, with newer teachers less likely than more experienced teachers to report being very well prepared for this classroom requirement.

4.2.3 Teacher Preparedness and Participation in Professional Development

As a subjective measure of teacher quality, teacher preparedness incorporates what the teacher brings to the classroom from pre-service learning and on-the-job learning. To the extent that professional development is geared to provide on-the-job-learning in key areas of classroom teaching, recent participation in professional development programs should contribute to teachers being better prepared for the requirements of classroom teaching. It is therefore important to examine the degree of correspondence between the level of teacher participation in professional development in various content areas in the past 12 months and the extent to which teachers felt prepared for classroom responsibilities in these areas.

High levels of recent teacher participation in professional development in various content areas generally did not match overall levels of self-perceived teacher preparedness for a classroom activity. In every classroom activity except one, the proportion of teachers who had recently participated in professional development on a relevant topic was considerably higher than the proportion of teachers who felt very well prepared for that classroom requirement. The one exception to this pattern was classroom management. While about half of the teachers had recent professional development in this content area, a much higher proportion of teachers felt very well prepared for the classroom requirement (71 percent).

Differences between the proportion of teachers who had recent professional development versus the proportion of teachers who felt very well prepared for classroom demands provide a rough assessment of the degree of correspondence between opportunities for on-the-job learning and overall needs for ongoing teacher preparation.

These differences point to disparities between recent teacher participation in professional development and self-perceived teacher preparedness for classroom demands, but they do not

directly address the impact of recent professional development on teacher preparedness. It is not easy, however, to assess this impact, since recent exposure to professional development is only one of several influences on teacher preparedness for core classroom requirements. In every content area except classroom management, less than half of the teachers who had recent professional development felt very well prepared to meet classroom requirements in these areas. For example, of the teachers who recently participated in professional development in implementing new teaching methods, 43 % felt very well prepared for this classroom activity. Similarly, 38 % of teachers who had professional development in implementing state or district curriculum and performance standards felt very well prepared for the classroom activity.

Another way to assess the impact of professional development is to examine differences in preparedness between the proportion of teachers who had recently participated in professional development in each content area versus those who did not participate. In general, teachers who had participated in professional development in a content area were more likely than their peers to indicate that they felt very well prepared in that area. For example, those who had professional development in implementing new teaching methods were more likely than those who did not participate to believe they were very well prepared to implement new teaching methods in the classroom (43 versus 34 percent).

Maintaining classroom order and discipline was the only activity in which teacher preparedness did not vary according to the general pattern, but this finding may be clouded by the association between teaching experience and participation in professional development in classroom management. Newer teachers were more likely to have had recent professional development in this content area, but they also felt least prepared to maintain order and discipline in the classroom.

These data might suggest that attending workshops and seminars may not be the most effective way of developing this important

classroom expertise, since managing students may be more easily learned in the classroom environment and with teaching experience.

4.2.4 Teacher Preparedness and Intensity of Professional Development

Professional development is more likely to bring about long-term change in teacher performance if it is intense. One measure of intensity is the time spent in the programs. The frequency of participation in various professional development programs was examined against the extent to which teachers felt prepared to do various activities in the classroom.

The extent to which teachers felt very well prepared to engage in most activities increased with the time spent in recent professional development in that activity. For example, teachers who spent over 8 hours in programs in the last 12 months that focused on the integration of technology in classrooms were more likely than those who spent 1 to 8 hours or those who did not participate at all to indicate that they felt very well prepared to meet this classroom requirement.

The data suggest that for professional development to achieve its goal of improving teacher preparedness for classroom requirements, teachers need to spend more than a day of training in a relevant content area. The extent to which teachers felt very well prepared for classroom requirements did not always vary by whether teachers spent 1 to 8 hours or did not participate at all in relevant professional development during the past 12 months. For instance, teachers who spent 1 to 8 hours in professional development programs that focused on implementing state or district curriculum and performance standards, did not differ from those who had no relevant professional development to report they felt very well prepared to meet this classroom requirement (33 versus 30 percent).

4.2.5 Teacher Preparedness and Collaborative Activities

Teacher collaboration was identified as a second major mechanism of on-the-job learning. To the extent that collaborative activities provide teachers with opportunities for on-going development, participation in these activities should better prepare teachers for classroom demands. The 1998 survey data partially supported this expectation.

Common planning periods for team teaching and regularly scheduled collaboration with other teachers explicitly emphasize teacher exchange of pedagogical and subject matter knowledge.

Teacher preparedness varied by recent participation in both of these collaborative activities. Teachers who engaged in common planning periods for team teaching were more likely than those who did not participate in the activity to report that they felt very well prepared to implement new teaching methods, implement state and district curriculum and performance standards, use student performance assessment techniques, maintain order and discipline, and address the needs of students with disabilities. Similarly, teachers who participated in regularly scheduled collaboration with other teachers felt better prepared than their peers to implement new teaching methods, implement state or district curriculum and performance standards, use student performance techniques, and address the needs of students with disabilities.

Networking with teachers outside the school was related to teacher preparedness for most classroom requirements, with those who recently participated in collaborative activities more likely to report feeling very well prepared for the classroom demand. For example, teachers who recently engaged in networking with teachers outside the school were more likely than those who did not participate to report that they felt very well prepared to implement new teaching methods (45 versus 34 percent) and integrate educational technology into the grade or subject taught (23 versus 16 percent). Similarly, teachers who engaged in individual and collaborative research felt well prepared than their

peers to meet most of the classroom requirements considered in the survey.

Mentoring relationships may yield benefits for both mentor teachers and those who are mentored. The survey found mixed patterns on the relation between being mentored and teacher preparedness for various classroom demands. Teacher preparedness for a few classroom requirements differed by whether teachers were mentored. Teachers who were mentored felt better prepared than their peers to use student performance techniques (33 versus 27 percent) and address the needs of limited English proficient or culturally diverse students (23 versus 19 percent) but less likely to report feeling very well prepared to maintain order and discipline in the classroom (61 versus 73 percent). Moreover, being mentored was not related to teacher preparedness for the other four classroom requirements examined in the survey. One possible interpretation of these findings is being mentored may not necessarily contribute to teachers feeling better prepared for classroom demands. However, the findings may also be clouded by the influence of teaching experience on whether or not teachers were mentored. As discussed earlier, for example, newer teachers were far more likely than more experienced teachers to be mentored, but they also felt less prepared for classroom management.

In contrast to teachers who were mentored, those who served as mentors were more likely than their peers to report that they felt very well prepared for six of seven classroom requirements examined in the survey. Again, these patterns may be clouded by the influence of teaching experience, since experienced teachers were more likely than newer teachers to serve as mentors.

4.2.6 Preparedness of Beginning Teachers

Through university based units and a series of professional practice experiences, teacher education courses endeavor to provide students with the skills, knowledge and understandings required for successful entry into a school and professional community. As indicated above, professional standards now

provide the framework for the articulation of what are deemed by various jurisdictions to be the essential skills, knowledge and understandings for entry to the profession and progression within it. Professional standards thus represent a marker or reference point for judgments about the preparedness of beginning teachers.

The challenges inherent in teacher education courses to ensure preparedness may have been reframed with the introduction of professional standards, but are far from new. Time is a perennial and internationally recognized problem for teacher education courses. The report of the 2005 inquiry into the suitability of pre-service teacher education in Victoria (Education Training Committee, Parliament of Victoria) made the pointed observation that "It is improbable that any single pre-service teacher education course is able to cover all the skills and knowledge contemporary teachers require, let alone provide opportunities for pre-service teachers to master them all.... Given this, pre-service teacher education must evaluate the skills and knowledge essential for beginning teachers". In its first recommendation, the Committee specifically called for studies into the effectiveness of teacher education, both in the pre-service phase and in the early years of teaching. In making this call, the Committee noted (2005) that "... there is simply not a sufficiently rich body of research evidence to enable it to come to any firm conclusions about the overall quality of teacher education in Australia".

In considering the adequacy or effectiveness of teacher education courses, data from a Department of Education, Science and Training (DEST) national study of the transition of beginning teachers into professional life provide some useful insights into perceptions of both the beginning teachers and their professional colleagues. Beginning teachers¹ and their supervisors were asked for a general assessment of how well teacher education courses prepared beginning teachers for their first year of teaching. The results indicated that 29.6% of supervisors (n = 380) and 44.6% of beginning teachers (n = 697) felt that teachers were prepared 'well' or 'very well'; 45.2 % of supervisors and 36.1% of beginning teachers felt teachers were prepared 'adequately'; and 25.3 % of

supervisors and 19.3 % of beginning teachers felt teachers were 'not very well' or were 'poorly' prepared. While these results point to general feelings about preparedness, an understanding of what lies behind the results is lacking.

Frequently, professional experience—the practicum—is identified as a key issue in debates about the adequacy of pre-service teacher education courses to prepare student teachers for the profession. In their critical review of literature on learning to teach, suggested that research pointed to a need to seriously question the notion that the practicum provides the intended 'bridge between the theory, knowledge, and skills gained at university and their application in the classroom'. Tension between teacher educators and pre-service teachers seeking to bridge school and university cultures was the main theme that they identified as emerging from research on the practicum. The review portrayed that tension as continuing into the first year of teaching, with six case studies of the first year experience pointing to 'an incongruity' between that year and the pre-service year. Support for beginning teachers to enable them to successfully navigate their transition and establish themselves as legitimate members of a professional community then becomes critical.

4.3 PREPARATION FOR ADULTS LEARNER

Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open-minded and receptive to change. All these traits affect their motivation, as well as their ability to learn. So let's see the adult learners' cognitive and social characteristics, and what instructional designers need to know in order to create the right course content and structure, and adjust their attitude. In formal education, 38% of college students are adult learners. Informally, 44% of Americans participate in continuing education. So how do we engage the adult learner with reading materials? When you choose reading materials for adult learners, you need to consider

characteristics of adult learners as well as adult learning theory. Let's start by considering the typical adult learner.



Adult learners, or non-traditional students, are typically over twenty-five years old, employed full-time, have a spouse and/or kids, and are very likely to be veterans. They will also have different expectations of you as an instructor and the course, because they are likely to be purpose-driven and will want to immediately apply what they have learned.

Adult learners will behave differently than your traditional college students. Adult learners tend to have better time-management skills because they are accustomed to juggling work, school, and family. At the same time, adult learners may not always be able to complete assignments because of their responsibilities.

4.3.1 Techniques of Material Preparation for Adults

A study materials are a tool you can learn to make yourself to take the stress out of studying. A binder full of lecture notes, and a bunch of homework and worksheets, it can be hard to know where to start. But by learning a few formatting tricks, looking for the right info in the right place, and using your study materials to the best of your ability, you can make studying a lot more efficient.



Make the form match the function. There are many different types of study materials, each formatted to suit different subject types and learning styles. Whatever you're reviewing for, there's a study materials not only right for the subject, but for your particular needs in learning that subject. Organize the information into the most user-friendly study materials you can.

- If you're a visual learner, consider using color-coded sections in your study materials, or using idea mapping to draw out the information and make it more quickly-accessible.
- If you've got a linear mind, organize the information chronologically, or alphabetically, so you can make learn one thing in a series, and then move on to the next.
- If you need to connect to information emotionally to understand it, organize your notes into narrative form to study it better. Translate concepts from math into a story that you can connect to, then organize your study-guide like a short-story you can recite to remember the application of the formulas.
- If you can memorize information quickly, use a format that will help you memorize efficiently, whether it be recording yourself reciting vocab words and definitions, then listening back on your iPod throughout the day, or by creating flash cards and testing yourself regularly.

Adult learners will rely more on their life experiences for projects and discussions, while traditional college students will rely more on course materials.



Draw concept maps to connect main ideas and prioritize information. Concept maps involve writing each main idea into a separate box, which are connected according to their chronology or importance. Then, connect branches of associated information stemming from the main ideas. This study materials method provides a good visual of how subject material fits together to make a whole concept.

- An example of a concept map for a history on space flight might involve “The Space Race” as a main heading, which would branch off into separate categories for The United States and the Soviet Union, with trailing data about specific missions, projects, successes, and failures.
- A formal outline, as you’re sometimes expected to write for an essay assignment, is an example of a concept map. If outlining works for you and organizes information in a way you find useful, outline the info to study. Formal outlines can make excellent study materials, but only if you find them easy to write out. If it would be stressful to make one, find another solution.

- Diagrams of technical information can help to visually represent processes or procedures that take place by way of a series of defined steps. These start with a main concept and are organized from left to right in a way that highlights important key factors in the order in which they must happen.
- Time lines are good for outlining a series of chronological events, most often used for subjects like history, politics and biology.



Use comparison charts to highlight the differences in key concepts. Using study materials in comparison charts, or tables, when it is necessary to compare and contrast a related group of ideas. You might use tables to organize particular parallels in history or biology, or to compare different writers for a literature course.

- For example, a comparison chart collecting different plant species would might have the names of various plants in different column headers, with the plants' kingdom, family and genus in rows underneath. This will help organize the information for quick comparison and review.

- You could also make use of comparison charts when you're studying literature, setting up different characters in a novel in different columns, with attributes or other information under each. Likewise, information from two different novels might be nicely organized in a comparison table like this.

Use flash cards or concept cards to memorize vocabulary. Flash cards are generally created using blank 5 x 7 inch index cards and may contain as much or as little information as you wish, though they tend to be most effective for memorizing individual words, or defining specific concepts. For this reason, they're especially effective for studying languages and history.

- Write 1 key concept on the front of each index card and then, on the back of the cards, write whatever fact(s) you'd like to associate with the key concepts. Cycle through the cards yourself, or have someone quiz you using the cards. To make sure you've really got things memorized, go forwards and backwards, starting with the front of the card, then with the back. This works especially well for foreign language vocabulary.

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

Write your own sample test to study. Writing up a practice test can be an excellent way to make you analyze the content you'll be tested over from two perspectives: if you think about what would be good to include on the test, you'll be thinking like the teacher, and if you can anticipate those questions, you'll be one step ahead.

- Try to find out if you'll be given a multiple choice test, fill-in-the-blank, or required to answer essay questions. Prepare accordingly by writing questions of the sort you'll be tested over.

- Many teachers will be willing to provide old versions of the test, if they're available, for you to use as a study materials. Textbooks will often include sample tests that are an excellent way of studying. While it may seem extra-stressful to take the test more than once, it can be a great way of studying, and might even clue you into which questions will be on the test.



Study multiple study materials. Create a study guide in a combination of formats, using the main concepts and supporting information you pulled from your study materials. You may draft the guides on paper, by hand, or use a computer word processing, spreadsheet or specialized study guide program to organize your information.

- Some students find that re-writing notes and organizing the information into hand-written study guides forces your mind to connect more physically with the information, when compared with typing. While rote recopying of notes has no effect on memory, actively reading and rewriting information can help you double-up on the studying: you've read through the info once, when reading, and again, when writing.
- Alternatively, if you struggle with hard-to-read handwriting, or simply prefer working on the computer, feel free to type out your study guide, and make it as graphically-interesting as you want, and print out copies, or read through it on your mobile device.

4.3.2 Influence to Adult Learners

The introduction of learning technology and the changing workplace recently increased the importance of adult learning. However, there comes the problem of motivating adult learners. There are a few things that stand in the way to motivating adults to start learning.



- *Create useful and relevant learning experiences based on the age group and interests of your learners.* Emphasize on the practical knowledge. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.
- *Facilitate exploration.* Even though children are famous for their exploratory nature and curiosity, adult learners, too, sometimes like to take the opportunity to construct knowledge in a way that is meaningful to them. For this reason, you should have all sorts of materials, references, info graphics, short videos, lectures, podcasts and free resources available. In such a perfect learning environment learners are more likely to get inspired or find something that makes them want to learn more.
- *Build community and integrate social media.* Keep in mind that social media websites are a powerful tool

for collaboration, commenting and sharing. You can facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!

- *A voice behind the video is not enough.* Add a personal touch. Your course needs to have a face. Make yourself available to people, invite subject-matter experts, authors, professors and other specialists in live online discussions and question and answer sessions.
- *Challenge through games.* Come up with different problem solving exercises and case studies. Make your learners look for and find solutions.
- *Use humor.* Humor would work great even with the most demotivated learners on your course. When your students know you are funny, they will listen to your material carefully, because they wouldn't want to miss on your witty sense of humor. You can never lose with that.
- *Chunk information.* Chunking is essential, as it helps people remember and assimilate information. Small bits are easier to process.
- *Add suspense.* Don't give out everything your course is about in the beginning. Yes, you need an overview, but keep some interesting points until the time is right. No one likes to read a book if they know what's about to happen.
- *Accommodate individual interests and career goals.* Empower learners to work on these goals and individualize the training to suit their needs.
- *Stimulate your learners.* Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.
- *Let learning occur through mistakes.* According to a German proverb "you will become clever through your mistakes".

Have you heard the famous expression: “Practice makes perfect”? Of course you have! Henry Roediger who started a learning experiment divided his students in two groups. Group A studied natural sciences paper for 4 sessions, while group B studied the same paper for one session and was tested on it three times. According to the experimenter, one week later, students from group B performed 50% better than Group A, even though they studied the paper less. The results clearly support the argument that “practice makes perfect”.

- *Make it visually-compelling.* Did you know that 83% of learning occurs visually?
- *Get Emotional.* If you don’t sound inspiring, if your materials are not exciting, how will you motivate your learners? Get them emotionally involved too – come up with controversial statements, tap on memories, add real-life stories.
- *Get examples of their workplace.* Your learners may not always remember to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.
- Be respectful to them
- *Ask for feedback.* It is motivating to know that your opinion contributes to the course.

4.3.3 Characteristics of Adult Learners

When it comes to learning, adults are not oversized children. Maturity brings unique characteristics that affect how adults are motivated to learn. By appealing to the unique qualities of adult learners, we can design more effective and motivating online courses. Here’s a list of generalized characteristics common to many but not all adult learners.



Practical and results-oriented. Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

Less open-minded and therefore more resistant to change. Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

Slower learning, yet more integrative knowledge. Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

Use personal experience as a resource. Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

Motivation. Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.



Multi-level responsibilities. Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

High expectations. Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

4.3.4 Evaluation Methods for Adult Learners

Adults returning to the classroom, equipped with life experience, demand a higher quality learning experience and more meaningful evaluation of their efforts. Most classroom evaluations can be divided between teacher-directed learning and self-directed learning. However, Jean Crowe, professor of education at the University College of the Fraser Valley in Abbotsford, British Columbia, notes that there is a third alternative: learner-centered and collaborative learning. This evaluation technique is more moderate and might be the most effective for an overall performance review.



Adults as Learners

Before an evaluation can be assessed for effectiveness, you must understand the adult learner. He wants to see how the information presented will benefit him, how it fits into his acquired knowledge and how he can learn in the way that is most beneficial for him. He adult learner is generally motivated, wants to take charge of his learning and has a definite expectation about the learning process.

Teacher-directed Learning

Teacher-directed learning is supported by a lecture/exam scenario. Information is given as a unit, concluding with an examination. In this model, learning is less interactive, and instruction on the

subject ends with the test. The focus is on the test grade, not on the overall learning. Because the teaching is primarily lecture-based, the adult learner has little opportunity to show what they have learned. The evaluation, must therefore, carry great weight, and the adult learner must adopt rote or memorization practices to pass the test. Rote learning, if not applicable to other situations, is often lost after the test.



Self-directed Learning

Self-directed learning assessments are student-determined and have a primary focus on self-reflection: “What am I taking away from this class?” This summary of knowledge requires the adult learner to bring together all of the elements introduced in the classroom. Self-directed learning has no set format and is more open-ended than the question/answer approach of the traditional exam. Professors of education Ralph Brockett and George Hiemstra caution that this approach requires more time and creativity from the teacher and more input and effort from the adult learner. Although the goal is to help each learner become more independent and self-directed, many adults feel overwhelmed by the choices and the challenge of presenting what they have learned.

Learning-centered and Collaborative Learning

Wendy Kopp, founder of Teach for America, contends that adult learning and evaluation must be seen as relevant to the adult learners needs. The following strategies provide a collaborative

approach to evaluation. Ask the class to identify the strategies considered to be most effective; incorporate a learning contract to clarify objectives and work completion schedule; and provide a grading contract that gives options with regard to the weight of each evaluation. Allowing for varying weight per evaluation gives a learner the chance to assign more importance to those types at which he excels. By under-emphasizing weaker skills, growth is encouraged without fear of failure.

Be sensitive to times when a formal evaluation is unnecessary and emphasize the learner's responsibility for acquiring the knowledge.

4.4 NEEDS AND INTERESTS OF ADULT LEARNERS

Adults with special needs are no different in many ways than their non-disabled peers. They have the same desire for learning and growth. They have goals and dreams that can be furthered by education. They enjoy the sense of accomplishment that learning brings. Changing the pace of instruction, the amount of review and reinforcement, and the modality of presentation can help adults with special need learn more efficiently. Teachers need only remember to use sound educational principles to guide your lessons.



- Create a climate of mutual respect. An adult with special needs should be treated as a peer rather than as a child no matter his level of intellectual functioning. The teacher-student relationship should be similar to any relationship based on equality. Accommodate any special needs such as vision, hearing or movement problems without drawing attention to the accommodations provided. Always ask before providing assistance, and respect everyone's personal space boundaries.
- Set goals with adult learners with special needs. Some may need assistance in articulating academic goals, but many can indicate a desired outcome in terms of life skills. An adult with special needs might wish to become more active in the community, utilize the library, read a newspaper or manage a bank account more independently. Other goals might include increasing independence with cooking by reading recipes, managing checklists for job training or household chores, or using a computer.
- Analyze the task or skill the student wishes to learn. Break the goal down into small steps that build upon one another. A large goal, such as improving reading skills, can be broken into smaller areas such as mastery of sight words, development of phonemic awareness and learning phonics concepts. Assess the student's present level of functioning relative to the stated goals. Informal assessment tools, such as observation or demonstration, are valuable for gathering information regarding the learner's current understanding of the task and the necessary skills.
- Begin instruction by reviewing skills that are already mastered. Create lessons to demonstrate, teach and practice each skill needed to achieve the overall goal. Be sure to match the pace of lessons and the amount of review and reinforcement to the learner's needs. Provide ample practice opportunities, incorporate over-learning and celebrate even the smallest bits of progress. Design

lessons so that the learner is successful most of the time, and always start and end lessons with activities likely to be pleasant and positive.

- Build opportunities for choice and self-direction into each lesson. Learners will be far more motivated when they can choose the lesson to some degree. Develop a clear and tangible method of recording progress on goals that the student can understand, such as a graph, chart or checklist.

4.4.1 Motivate Adult Learners

Adult learners can be some of the most difficult to motivate. Unlike elementary age people, they do not respond as well to immediate reinforce like candy, stickers, or high fives and loud praise. Unlike secondary school students, the delayed gratification of earning good grades and the carrot on the end of the stick - college and a good career with matching salary sometime within the next decade - is useless as well. They're adults. They are either in a class voluntarily, in which case you won't need to do much to motivate them, or they are there because they are forced to be in some way or another. Usually family obligation (if you're not in school you're not living under my roof for free! said my mother). Or career obligation (no GED, no job). Most likely it is the latter type of student you are working with - the type who is forced to be in your class, more or less against their will.

- Assert yourself as the type of leader that the students would like to follow and learn from. The best way to work with adults is to respect the fact that they're essentially your equal once you leave the classroom. Try to assert the kind of image that allows them to respect your outside of the classroom, too.
- Structure your class. Set expectations on day one and hold all students accountable for their actions. Make no exceptions for the first couple of meetings, too. Own your class and control the direction it goes in, you will

find that the students will choose to follow or to leave. Luckily, they are adults, and you do not have to put up with their displeasure.

- Have high expectations and your students will naturally want to achieve highly. If they stumble and don't perform to your expectations, give them fair and honest grades. If they come to you seeking help, assist them in identifying their specific problem areas and provide resources that the student can use to improve their skills. That is just plain good teaching and it works for all students at all ages.
- Relax on the last day. Be the kind of teacher that is interesting and fun. Don't be so by-the-book that the students find you dry, but don't be wild and unpredictable. Maintain strictly professional relationships with students, but feel free to loosen your tie, or let down your hair, when the occasion calls for it. They are adults. You're not their role model, though you might be their mentor.

4.4.2 Applying Adult Learning Theory

Most people who work as learning professionals are transferred into it or are promoted into their jobs. They do not possess formal degrees in employee training, human resource development, human performance improvement, or workplace learning and performance (WLP). Most are still not certified professionals in learning and performance. And yet awareness of learning and how to make it better is fundamental, and essential, to the work of people in the WLP field. By analogy, medicine is based on a fundamental understanding of human anatomy, and WLP is based on a fundamental understanding of human learning. For learning professionals, learning is a critically important means to the end of improving performance. The same principle applies to managers.

Learning is embedded in everything workers do to achieve results on their jobs. While it may not be acknowledged as such, learning

has to do with investigating problems, finding solutions, serving customers, and performing work on a daily basis.

Managers have a critically important role CO play in staff development, and learning is an important factor in cultivating talented workers for the future. It is meant to help trainers and learning professionals improve how effectively they do their jobs in using learning to achieve results (performance). It can also provide managers with useful information on what they should know about adult learning. Learning is really at the heart of what people in the WLP field do. It is also at the heart of what most managers must know how to do today if they are to get results from their people, grow talent for the future, and facilitate innovation that leads to competitive advantage.

Why Knowing How Adults Learn Is Important

Most of who we are as human beings is learned; most of what we can do as human beings is also learned. Not surprisingly, then, most of what we do in the world of work has something to do with learning. While some people continue to see a sharp divide between the world of formal schooling and the world of work, lifelong education and lifelong learning have become a reality. As a result of the World Wide Web, all human knowledge now turns over about once every five years and the half-life of knowledge is falling. A day will come in our lifetimes when all human knowledge will turn over several times while an individual progresses through elementary school, middle school, high school, college, and graduate school.

In fact, some authorities would argue that day has already arrived when all engineering knowledge turns over even as a typical student progresses through an engineering degree; all medical knowledge turns over during the years that a physician undergoes schooling and practical training; and all legal knowledge turns over even as a lawyer-in-training pursues a Juris doctorate and passes the bar exam. To discover opportunities and solve problems in today's fast-paced, dynamic, knowledge-based business world

where everything can change suddenly, workers must use their heads and not (as in the agricultural or industrial age) their hands.



The information age means that workers are devoting most of their time to acquiring, analyzing, and using information in their daily work. That means they must learn to solve practical work-related problems, often in real time. But how much formal schooling or training has the average manager (or worker) had about learning? Typically, the answer is “very little to none.” Teaching principles of adult learning is not embedded in business school curricula or emphasized in business school classes. And yet knowing how to coach, mentor, and direct people to achieve results is central to what managers (and workers) do. Finding, developing, and retaining talent is foundational to an organization’s competitive success. And meeting these challenges means that the typical manager must know about adult learning. Learning is also foundational to the success of a worker. But most people have not been given instruction on effective ways to learn.

How Training and Learning Differ

Training is something done to others. It “pushes” knowledge, skills, and attitudes that are essential to successful work performance. Training changes individuals so that they can get better work results as quickly as possible. It is a short-term, individually oriented

change strategy intended to improve a worker's job performance. But learning is something that individuals do on their own. It is a "pull" strategy. Learners "pull" knowledge, skills, and attitudes from others so that they can be successful. In fact, learning may be as natural for human beings as breathing. Research by Allen Tough revealed that the typical adult undertakes learning projects to solve real-time work or life problems. Tough concluded that "almost everyone undertakes at least one or two major learning efforts a year, and some individuals undertake as many as 15 to 20.

The median is eight learning projects a year, involving eight distinct areas of knowledge and skill". Learners devote from eight to 16 hours on each project. Some people exceeded 2,000 hours in the amount of time they devoted to learning during a six-month period. Tough discovered that learning projects are usually undertaken to master a specific knowledge or skill in anticipation of a work or life need. Most learning projects were directly related to the learners' occupations. Tough found that, in about 75% of learning projects, learners assumed most or all responsibility for planning the learning. But these projects are so natural that most people do not even think of them as learning projects, but rather as just part of everyday life.

A simple example may serve to emphasize this point. Suppose an individual wants to save money. Gas prices increase, and the person seeks a less expensive way to get to work than by driving a car. That is a real-life problem and one that many people can relate to at a time when gas prices are skyrocketing. To solve the problem, the individual ponders this question: What are some less expensive ways to get to work? The person may then search for information to solve the problem. She may ask her co-workers how they are solving this problem. She may consult the web for ideas to solve the problem. She may look into public transport, trying to find out how easily accessible it is and how much its cost might compare to the cost of a daily drive to work.



This simple example is meant to illustrate how learning and problem solving go together. It is thus an example of what Tough would call a learning project. Note that the person must be motivated to learn and must see a reason for doing so. The same thing happens on the job sometimes many times daily. A customer calls in with a question. The worker taking the call does not know the answer. To help the customer, the worker tries to find the answer to the question and relay it back to the customer. By doing so, the worker is also learning how to field that question from future customers and may even discover that the organization has not done a good job in addressing the issue that the customer is asking about. That is also a learning project.

How Learning Can Impact Organizational and Individual Success

If learning is about mastering useful knowledge, skills, and attitudes to achieve results, then it is central to organizational and individual success. Neither organizations nor individuals can adapt to change or take advantage of future opportunities if they lack the requisite knowledge, skills, and attitudes. As a result, learning is a very important means to the end of performing. In recent years, much attention has been focused on demonstrating

the impact or the return-on-investments in training. But less attention has been focused on demonstrating the impact or return-on-investments in learning. One reason may be that measuring the value of learning may be even more daunting than measuring the value of training. Participation in training can be identified. It is easy to count how many people are sitting in training seats or are logged into online training. And if the training is planned, it is easy to see what people have been taught to do by consulting the measurable instructional objectives. However, it remains to be seen whether they apply what they have been taught back on the job and what measurable value the organization gains when they do that.



But learning is not always as obvious. Much learning is informal. The fruits of organizational learning are embedded in taken-for-granted aspects of corporate culture. Culture has to do with the unspoken assumptions about the right and wrong ways to do things. Where did those assumptions come from? The answer is usually “from experience,” and that experience is registered in the memories of individuals and in the relics of organizational life (such as policies and procedures). Experience is valued because it is the result of learning. While the value of learning from experience seems obvious, it is more difficult to measure. Whose experience is important? How is experience applied? What do people do with it, and how do they creatively apply what has been learned from experience CO new situations? While measurement difficulties

may be apparent in noting the impact of learning on performance, it is clear that individuals and organizations usually become more efficient and effective as they gain experience. It is the learning that stems from experience that makes them more efficient and effective. There seems to be little doubt that learning can and does have an impact on organizational and individual performance.

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CHAPTER 5

EDUCATION SYSTEM IN SOUTH AFRICA

INTRODUCTION

Education in South Africa is governed by two national departments, namely the department of Basic Education (DBE), which is responsible for primary and secondary schools, and the department of Higher Education and Training (DHET), which is responsible for tertiary education and vocational training.

Schools in South Africa are divided into two categories, namely public schools and private schools. There is also a provision for special school education. The levels of school education are pre-primary, primary and secondary. Pre-primary caters for children from the age of three years to school-going age and is not compulsory. Primary education consists of two phases - junior primary which includes grades 1, 2 and 3, and senior primary which includes grades 4, 5 and 6. Secondary education also consists of two phases - junior (grades 7, 8, 9) and senior (grades

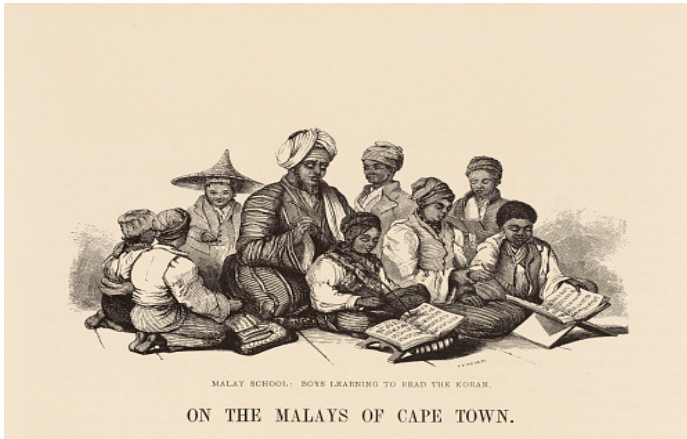
10, 11, 12). Education is compulsory for learners between the ages of seven and 15 years of age, or learners reaching the ninth grade, whichever occurs first. A child enters grade 1 at the beginning of the year in which he turns 7 years of age.



5.1 HISTORY OF EDUCATION IN SOUTH AFRICA

1652 to 1900

The earliest European schools in South Africa were established in the Cape Colony in the late seventeenth century by Dutch Reformed Church elders committed to biblical instruction, which was necessary for church confirmation. In rural areas, itinerant teachers (meesters) taught basic literacy and math skills. British mission schools proliferated after 1799, when the first members of the London Missionary Society arrived in the Cape Colony.



Language soon became a sensitive issue in education. At least two dozen English-language schools operated in rural areas of the Cape Colony by 1827, but their presence rankled among devout Afrikaners, who considered the English language and curriculum irrelevant to rural life and Afrikaner values.

Throughout the nineteenth century, Afrikaners resisted government policies aimed at the spread of the English language and British values, and many educated their children at home or in the churches.

After British colonial officials began encouraging families to emigrate from Britain to the Cape Colony in 1820, the Colonial Office screened applicants for immigration for background qualifications.

They selected educated families, for the most part, to establish a British presence in the Cape Colony. After their arrival, these parents placed a high priority on education. Throughout this time, most religious schools in the eastern Cape accepted Xhosa children who applied for admission; in Natal many other Nguni-speaking groups sent their children to mission schools after the mid-nineteenth century. The government also financed teacher training classes for Africans as part of its pacification campaign throughout the nineteenth century.



By 1877 some 60 percent of white school-age children in Natal were enrolled in school, as were 49 percent in the Cape Colony. After the Boer War (ended 1902) in the former Afrikaner republics, however, enrolments remained low — only 12 percent in the Orange Free State and 8 percent in the Transvaal—primarily the result of Afrikaner resistance to British education. Enrolments in these republics increased after the government of the Union agreed to the use of Afrikaans in the schools and to allow Afrikaner parents greater control over primary and secondary education.

By the late nineteenth century, three types of schools were receiving government assistance—ward schools, or small rural schools generally employing one teacher; district schools, providing primary-level education to several towns in an area; and a few secondary schools in larger cities. But during the last decades of that century, all four provinces virtually abolished African enrolment in government schools. African children attended mission schools, for the most part, and were taught by clergy or by lay teachers, sometimes with government assistance.

Higher education was generally reserved for those who could travel to Europe, but in 1829 the government established the multiracial South African College, which later split into the University of Cape Town and the South African College

Schools. Religious seminaries accepted a few African applicants as early as 1841. In 1852 the independent state of Transvaal and in 1854 the Orange Free State established their own institutions of higher learning in Dutch. The government established Grey College—later the University of the Orange Free State—in Bloemfontein in 1855 and placed it under the supervision of the Dutch Reformed Church. The Grey Institute was established in Port Elizabeth in 1856; Graaff-Reinet College was founded in 1860. The Christian College was founded at Potchefstroom in 1869 and was later incorporated into the University of South Africa and renamed Potchefstroom University for Christian Higher Education.

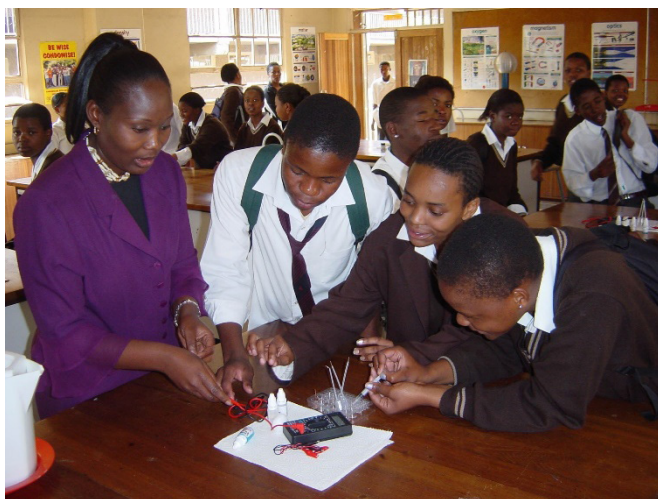


1900 to 1948

Following the British victory in the South African War, the British High Commissioner for Southern Africa, Sir Alfred Milner, brought thousands of teachers from Britain, Canada, Australia, and New Zealand to instil the English language and British cultural values, especially in the two former Afrikaner republics. To counter the British influence, a group of Afrikaner churches proposed an education program, Christian National Education, to serve as the core of the school curriculum. The government initially refused to fund schools adopting this program, but Jan C. Smuts, the Transvaal leader who later became prime minister,

was strongly committed to reconciliation between Afrikaners and English speakers; he favored local control over many aspects of education. Provincial autonomy in education was strengthened in the early twentieth century, and all four provincial governments used government funds primarily to educate whites.

The National Party (NP) was able to capitalize on the fear of racial integration in the schools to build its support. The NP's narrow election victory in 1948 gave Afrikaans new standing in the schools and, after that, all high-school graduates were required to be proficient in Afrikaans and English. The NP government also reintroduced Christian National Education as the guiding philosophy of education.



1948 to 1974

Before 1953, many black people attended schools set up by religious organizations. These schools provided schooling of the same quality that white children received in state schools. Following the Bantu Education Act (No. 47) of 1953 the government tightened its control over religious high schools by eliminating almost all financial aid, forcing many churches to sell their schools to the government or close them entirely.

The South African government implemented an education system called Christian National Education (CNE). The basis of this system is that a person's social responsibilities and political opportunities are defined by that person's ethnic identity.



Although CNE advanced principles of racial inferiority, it promoted teaching of cultural diversity and enforced mother-tongue instruction in the first years of primary school. The government gave strong management control to the school boards, who were elected by the parents in each district.

In 1959, the Extension of University Education Act prohibited established universities from accepting most black students, although the government did create universities for black, colored, and Indian students.

The number of schools for blacks increased during the 1960s, but their curriculum was designed to prepare children for menial jobs. Per capita government spending on black education slipped to one-tenth of spending on whites in the 1970s. Black schools had inferior facilities, teachers, and textbooks.



1974 to 1983

In 1974, the Minister of Bantu Education and Development issued a decree commonly known as the “Afrikaans medium decree” in which the use of both English and Afrikaans was made compulsory in black secondary schools. In this decree, physical science and practical subjects would be taught in English, mathematics and social science subjects would be taught in Afrikaans, and music and cultural subjects would be taught in the learner’s native language. The Minister said that the reason for this decree was to ensure that black people can communicate effectively with English and Afrikaans speaking white people.

This decree was unpopular with learners and teachers alike, particularly in towns like the Johannesburg township of Soweto, where practically no one spoke Afrikaans. Tensions over language in education erupted into violence on 16 June 1976, when students took to the streets in Soweto and eventually in other towns and cities in the country. This is known as the Soweto Uprising, when students and those able to take a stand demanded to be taught in their mother tongue. Many were killed and injured that day due to police intervention. They are remembered as martyrs. Schools were vandalized and teachers left unable to teach and students were unable to come to school.

1984 to 1990

The National Policy for General Affairs Act (No. 76) of 1984 provided some improvements in black education but maintained the overall separation called for by the Bantu education system.

The Department of Education and Training was responsible for black education outside the homelands. Each of the three houses of parliament—for whites, colored, and Indians—had an education department for one racial group. Each of the ten homelands had its own education department. In addition, several other government departments managed specific aspects of education.

Education was compulsory for all racial groups, but at different ages, and the law was enforced differently. Whites were required to attend school between the ages of seven and sixteen. Black children were required to attend school from age seven until the equivalent of seventh grade or the age of sixteen. This law was enforced only weakly and not at all in areas where schools were unavailable. For Asians and colored children, education was compulsory between the ages of seven and fifteen.

Teacher-pupil ratios in primary schools averaged 1:18 in white schools, 1:24 in Asian schools, 1:27 in colored schools, and 1:39 in black schools. Moreover, whereas 96 percent of all teachers in white schools had teaching certificates, only 15 percent of teachers in black schools were certified. Secondary-school pass rates for black pupils in the nationwide, standardized high-school graduation exams were less than one-half the pass rate for whites.

1990 to 1993

The white education system was restructured, in anticipation of democracy, by the apartheid government. From the beginning of 1991, white schools were required to select one of four “Models”: A, B, C, or D. “Model C” was a semi-private structure, with decreased funding from the state, and greatly increased autonomy for schools. Although most white schools opted for the *status quo*, by 1993, due to government policy, 96% of white public schools

became “Model C” schools. Although the form of “Model C” was abolished by the post-apartheid government, the term is still commonly used to describe former whites-only government schools, as of 2013.

1994 to 1997

Under Apartheid South Africa, there were eight education departments that followed different curricula and offered different standards of learning quality.

This included nationwide departments for colored people, for Indians and for black people, a department for independent schools, and provincial departments for white people in each of the former four provinces.

Some of the Bantustans that were incorporated back into South Africa in 1994 also had their own education departments. In terms of the Interim Constitution, the Mandela government restructured these departments as well as tertiary education departments, splitting responsibilities between nine newly formed provincial education departments and a single national education department. It also set about reforming the educational system by first removing all racially offensive and outdated content and then introducing continuous assessment into schools.

The South African Schools Act, 1996 was promulgated to “provide for a uniform system for the organization, governance and funding of schools”.

1997 to 2005

In 1997, the government launched its new education system called Curriculum 2005, which would be based on “outcomes based education” (OBE). By 2006 it was clear that OBE as a social experiment had failed, and it was quietly shelved.

2006 until now - use of English

South Africa has 11 official languages, and the first year of schooling is provided in all these home languages.

Before 2009, schools serving non-English speakers had to teach English as a subject only from grade 3 and all subjects were taught in English from grade 4 (except in Afrikaans language schools). Since 2009, all schools teach English as a subject from grade 1 and all subjects are taught in English from grade 4. Afrikaans language schools are an exception, in that all subjects (other than other languages) are taught in Afrikaans.

In December 2019 the Eastern Cape Division of the High Court of South Africa ruled against the ban of children without birth certificates from receiving basic education in South Africa. The court ruled that “It is an important socioeconomic right directed, among other things, at promoting and developing a child’s personality, talents and mental and physical abilities to his or her fullest potential” and that “Basic education also provides a foundation for a child’s lifetime learning and work opportunities.”

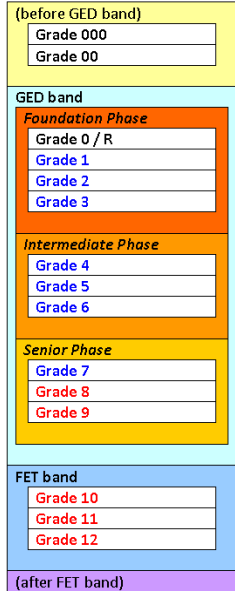
5.2 BASIC EDUCATION SYSTEM (PRIMARY AND SECONDARY SCHOOLS)

The DBE officially groups grades into two “bands” called General Education and Training (GET), which includes grade 0 plus grades 1 to 9, and Further Education and Training (FET), which includes grades 10-12 as well as non-higher education vocational training facilities.

The GET (General Education and Training band) is subdivided further into “phases” called the Foundation Phase (grade 0 plus grade 1 to 3), the Intermediate Phase (grades 4 to 6), and the Senior Phase (grades 7 to 9).



The administrative structure of most ordinary schools in South Africa do not reflect the division of bands and phases, however. For historical reasons, most schools are either “primary” schools (grade R plus grades 1 to 7) or “secondary” schools, also known as high schools (grades 8 to 12).



Blue = traditionally primary school
 Red = traditionally secondary school

5.2.1 Optional Grades

Some home schools and private schools offer the option to complete an additional year after grade 12, sometimes known as grade 13 or “post-matric”. The South African governmental school system does not have a grade 13, but it forms part of non-South African curriculums that are sometimes followed by private schools in South Africa.



The DBE’s Foundation Phase includes a pre-school grade known as grade R, for “reception”. Grade R is compulsory, but not all primary schools offer grade R. Grade R may also be attended at pre-school facilities. Other grades that can be completed at a pre-school center include grade 00 and grade 000 (although the 000 and 00 designations are not universally applied). Grade R is sometimes called Grade 0 (pronounced “grade nought”), particularly in previously white schools, where the usage was once common.

5.2.2 Learner Ratios

According to the DBE’s 2010 statistics report (published in 2012), on average there are 30 learners per teacher, 480 learners per school, and 16 teachers per school. The ratio of learners per teacher is roughly the same in all provinces, but the ratio of learners per school varies per province. For example, in Gauteng there are 800 learners per school and 28 teachers per school, whereas in the Eastern Cape there are 350 learners per school and 12 teachers per school.



5.2.3 School Income and Expense

Schools in South Africa receive a grant from government for their operational costs, such as maintaining the grounds, administrative costs, salaries, books and educational materials, and extramural activities. Most schools supplement the government grant with other streams of income, such as school fees paid by parents, fundraising events, and receiving donations. Generally, higher school fees prevent poorer children from attending affluent schools. There is no limit to the amount of the fees that a school may set. Parents may apply to the school for full or partial reduction of school fees, and many affluent schools do provide financial assistance to a small number of learners (for example, if the parents are alumni), but it is not a legal requirement.



Children at South African schools are usually required to wear school uniforms, which can be expensive and are not provided for free, although it is often possible to buy them second-hand. Most schools offer extra mural activities such as a variety of sports and cultural activities, which requires money to maintain. Many schools maintain their own sports fields as well.

The size of the grant paid by government is determined largely by the poverty level of the neighbourhood in which the school is situated, as well as unemployment rate and general education rate of the population in that neighbourhood. Consequently, schools in more affluent areas have to raise more money from other sources to maintain the same standard of education, but schools from affluent areas often have so much additional income that their standard of education is much higher than that of less affluent schools anyway.

The size of the government grant per child depends on the “quintile” of the school. In 2009, schools in quintile 1 (the poorest) and quintile 2 received R807 and R740 per child per year, respectively, whereas schools in quintile 4 and quintile 5 (the richest) received R404 and R134 per child per year. Schools in quintile 1-3 may apply for classification as a “No Fee” school. 5% of all schools are quintile 5 schools, and 15% of all schools are quintile 4 schools.



Sample School Fees

Schools are not required to publish their school fees publicly and many schools are secretive about it, but here are some examples of school fees in non-private schools in South Africa:

- The Settler's High, Bellville: R15200 per child per year
- Monument Park High, Kraaifontein: R9000 per child per year

Poverty and School Fees

Schools may not refuse admission to children who live in the immediate vicinity of the school. Schools may not refuse entry to children or refuse to hand over report cards even if their parents neglect to pay the school fees, but schools are permitted to sue parents for non-payment of school fees.

Since 1996, children whose parents are very poor are legally exempt from some or all school fees. Since 1998, the formula is as follows: If the combined annual income of the parents is less than ten times the annual school fee, the child is legally exempt from paying school fees. If the income is more than ten times the school fee but less than thirty times the school fee, the child is legally entitled to a specific reduction in school fees. In practice, these regulations help only very poor families, and not working-class and middle-income families.



Orphans and children of parents who receive poverty-linked social grants are also exempt from paying school fees.

Since 2006 the Education department offers the following incentive to the poorest 40% of schools: if the school charges no school fees, the education department increases the grant to make up for the lack of income from school fees. It was originally planned to increase this incentive to the poorest 60% of schools by 2009. The incentive only applies to children in the GED band, and children who wish to complete grade 10-12 must still pay the full fee.

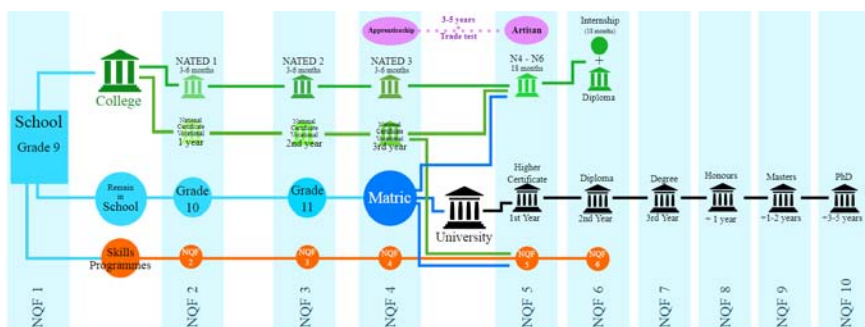
In 2008, some 5 million learners in 14 264 schools benefited from the No Fee school program, and most of those learners were in the Eastern Cape, KwaZulu-Natal and Limpopo provinces. Not all schools who qualify for this incentive make use of it.

5.2.4 Private Schools

Private schools, also known as independent schools, are schools that are not owned by the state. They are usually owned and operated by a trust, church or community, or by a for-profit company. Not all private schools in South Africa charge high school fees. Certain private schools also receive a grant from the state, depending on the community served and fees charged.

5.3 HIGHER EDUCATION AND TRAINING SYSTEM

A “Matriculation Endorsement” is required, although some universities do set their own additional academic requirements. South Africa has a vibrant higher sector, with more than a million students enrolled in the country’s universities, colleges and universities of technology. All the universities are autonomous, reporting to their own councils rather than government. The National Qualifications Framework (NQF) system of administering higher education broadly in the country is run by the South African Qualifications Authority.



5.3.1 Restructuring of Universities and Technikons

The Extension of Universities Act of 1959 made provision for separate universities for separate races. In addition, the independent homelands were given universities of their own. After the re-incorporation of the independent homelands, there were 36 universities and technikons in South Africa, often in close proximity and offering the same courses.



In 1994, the government embarked on a restructure of the universities and technikons by a series of mergers and incorporations. This was completed by January 2005. It created 22 new institutions from the previous 36. Ten of the universities got new names.

5.4 ACCESS TO EDUCATION IN SOUTH AFRICA

We provide an indication of access to and participation in education in South Africa. Data is disaggregated by school level (primary, secondary, combined and intermediate) and also covers the areas of pre-school education, adult education, special education and further education. Key areas of persistent backlogs in education are also analyzed.

5.4.1 Access to Education: A Global Picture

Table 1 below shows the global picture of education in South Africa in the various sections of the education system.

Table 1. Education in South Africa: A global picture

		Learners	Educators	Institutions	Learner : Ed. Ratio
Public	Primary	7588987	224439	18857	33.8
	Secondary	3769255	120377	5668	31.3
	Combined	385018	12857	674	29.9
	Intermediate	159056	4997	371	31.8
	Total	11902316	362670	25570	32.8
Independent	Primary	92337	4518	403	20.4
	Secondary	59450	3570	183	16.7
	Combined	163662	11375	436	14.4
	Total	315449	19463	1022	16.2
	Total Public and Independent		12215765	382133	25592
Other	Adult Education	269140	17181	2278	15.7
	Special Education	87865	7394	404	11.9
	Further Education	377584	6407	50	58.9
	Early Childhood Education	246911	9000	4815	27.4
	Public Higher Education	737472	15315	23	48.2
	Total other	1718972	55197	7570	31.1
Grand Total		13936737	437330	34162	31.9

The greatest number of learners are in the public schooling system and the large portion of these are in the primary school

sector. The independent or private school sector is small in South Africa, occupying 2.7% of the schooling sector. A major difference noted above between the public and private school sector are the learner:educator ratios. The coverage of adult education, ECD, special and further education is small in relation to the public formal schooling sector.

The percentage breakdown of learners in the system is shown in Figure 1 below.

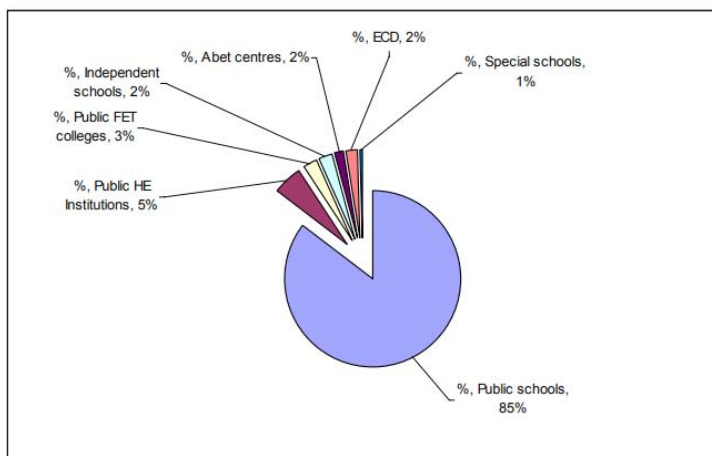


Figure 1: Percentages of learners participating in the various types of education offered in SA.

The table shows that the majority of children in South Africa are in public ordinary schools, with independent schools accounting for around 2% of learners.

5.4.2 Trends in access to basic and further education and training

Basic education (Grades 1-9) in South Africa is compulsory. Basic education covers 7 years of primary education and the first 2 years of secondary education. In addition, Grade R, once fully operational by 2010, will also be part of basic education. In order to get a complete overview of education access in South Africa,

three indicators of access are looked at in this section: gross enrolment ratio, net enrolment ratio and age specific enrolment ratio. Other factors which impact on or shape patterns of access, such as geography and race, are also discussed. Table 2 below shows trends in enrolment over time.

Table 2: Comparative analysis of learners by grade 2001, 2002 and 2004

Grades	2001	2002	2003	2004
Gr 1	1150637	1286591	1277400	1303016
Gr 2	944961	1012892	1111858	1109201
Gr 3	1087675	949721	1003331	1081956
Gr 4	1175860	1076107	952465	985139
Gr 5	1098863	1142806	1035707	916911
Gr 6	1023269	1038679	1101740	997365
Gr 7	932151	958932	987876	1050554
Primary	7413416	7465728	74703747	7444142
Gr 8	1068479	936392	976750	1010710
Gr 9	916280	1089404	902129	914729
Total	9398175	9491524	9349256	9369581

The table shows that Grades 1, 2 and 7 recorded positive growth of more than 11% each over the four year period while all other grades experienced negative growth. The negative growth in other grades may be a result of the system increasingly enrolling appropriately aged children in the grades.

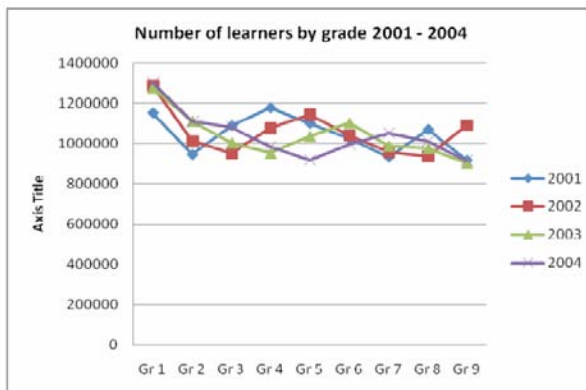


Figure 2: Total Learners by Grade.

Figure 2 shows the number of learners by grade over four years, with the pattern changing primarily as repetition rates have varied. In the latest year enrolments have declined in Grade 5 and peaked in Grade 7 before declining again in Grade 9.

The Gross Enrolment Ratio

Gross enrolment ratio (GER) measures the proportion of the population, regardless of age, enrolled in a specific school phase. Since it is interested in the total number of children enrolled in the system, without regard for official prohibitions of age, the GER includes both older and younger children than the norm. Thus, figures of more than 100% can be recorded. Figure 3 below compares enrolment in each grade in 2001 and 2004 with the appropriate school aged population for each grade (using seven years of age as the appropriate age for entry into Grade 1).

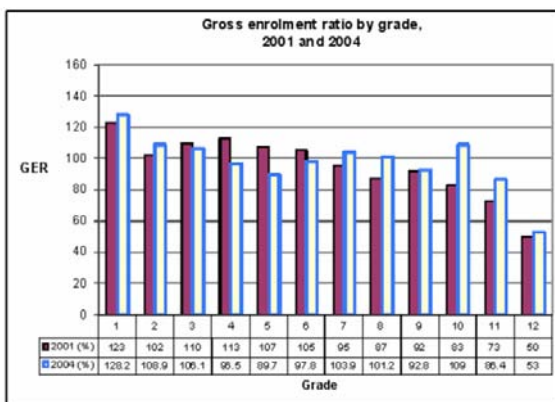


Figure 3: Gross Enrolment Ratio, 2001 and 2004.

Figure 3 shows that while there has been a decrease in the GER in some primary school grades (Grades 3, 4, 5 and 6) between 2001 and 2004, there was an increase in other primary grades (namely, Grades 1, 2 and 7) over the same period. In the entire secondary school sector (Grades 8 to 12), on the other hand, each grade recorded an increase in GER between 2001 and 2004, an indication that more learners are gaining access to secondary education (assuming repetition is not increasing).



Caution is required in drawing conclusions about grade specific GERs. Various statistical analyses posit different conclusions in order to explain the trends above. The decline in certain primary grades could be the result of improvements in the enrolment of appropriately aged children in primary schools as a consequence of the age grade norms in 2000. The high GER in Grade 1 in both 2001 and 2004 suggests that a large number of over-aged and under-aged children are enrolled in Grade 1 for the first time and also that large numbers are repeating Grade 1. The increases in secondary school could be a result of a large number of over-aged learners belonging to larger cohorts who are now in secondary school. The number of over-aged learners could be attributed to repetition in primary school.



The Net Enrolment Rate

The Net Enrolment Rate is shown by grade above. The largest enrolment is in Grade 1 at 99% of the learners in the population at age specific enrolment. There is some uncertainty about the enrolment and population figures for Grade 1.

Table 3: Net Enrolment Rate

	ASER	Population	NER
Grade 1	1188219	1204303	99
Grade 2	966876	1003796	96
Grade 3	915831	1005714	91
Grade 4	789444	1010057	78
Grade 5	702204	1018708	69
Grade 6	757135	1025743	74
Grade 7	781652	1026315	76
Grade 8	716871	1020424	70
Grade 9	632577	1008070	63

The Net Enrolment Rate (NER) is a measure of appropriately aged children in the education system. The age grade norms laid down the appropriate ages for primary schooling as 7 to 13 years and for secondary schooling as 14 to 18. Following the revision of the policy in 2004, the age of entry into primary school was reduced to 6 years. For the purpose of this Review, the age groups 7 to 13 and 14 to 18 are used for primary and secondary schooling respectively. Table 4 below shows the NER by phase and province for 2001.

Table 4: Net Enrolment ratios (percentage) by level and province, 2001

Province	Primary (Gr 1-7)	Compulsory (Gr 1-9)	Secondary (Gr 8-12)	Total (Gr 1-12)
Eastern Cape	101.7	96.1	50.3	91.1
Free State	89.0	87.0	61.9	86.6
Gauteng	89.7	87.4	66.0	84.6
KwaZulu-Natal	91.3	88.7	60.2	86.4
Limpopo	90.9	88.1	65.1	87.5
Mpumalanga	87.4	85.7	63.1	84.6
North West	86.8	85.1	61.5	84.7
Northern Cape	94.6	91.8	59.7	87.8
Western Cape	88.4	86.5	64.2	81.7
National	91.9	89.0	60.8	86.5

The analysis of NERs shows that full access to primary and basic education has not been achieved, although access is extensive. While these figures are under debate, the table clearly shows that the NER for primary schooling is high across provinces, especially in the primary school phase.

Enrolment by Age

An examination of enrolment by age is significant since it shows how many children of a specific age group are enrolled in the school system. While the GER does not consider age, and the NER indicates only appropriately aged children in the school system, the enrolment by age data indicates children of school going age who are enrolled, and therefore provides an important measure of access to education. Figure 4 provides enrolment of children aged 5 to 19 in an educational institution (i.e., not only schools) for 2002, 2003 and 2004. The graph shows improvements in enrolments of children aged 5 from 40% in 2002 to 54% in 2004. Similarly, there are improvements in enrolment of children aged 6 years, from 70% in 2002 to 83% in 2004. This is a result of the phasing-in of Grade R provision, which, according to plans, will be fully operational by 2010. It is significant that there are high enrolment rates across the age groups: over 90% for children aged 7 to 16 and well over 75% for children aged 17 to 18 in 2004.

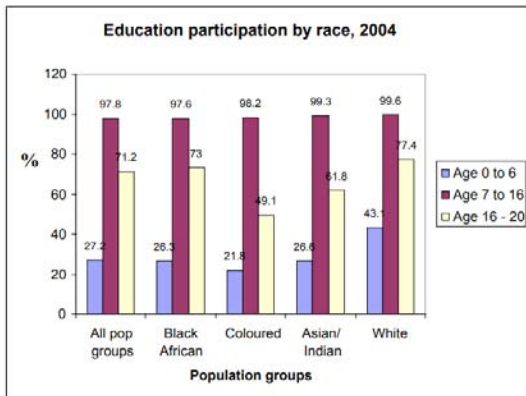


Figure 4: Education participation by race, 2004.

Moreover, for children aged 7 to 15, the age group which is explicitly required to be in school in terms of compulsory school legislation, no single age cohort recorded less than 95% enrolment in 2004. The data indicate that most children in South Africa in this age group are enrolled in an educational institution. It is mainly from the age of 16 onwards, after compulsory education ends, that the proportion of children attending an educational institution begins to decline. While there are many children enrolled in the system, there are debates regarding how many children complete Grade 9. In particular, Perry and Arends suggest that significant numbers of children take more than 9 years to complete, due to repetition.

Equitable access to Education

Given South Africa's history of discrimination, it is to be expected that education participation levels will be affected by race, gender, geography and disability. A significant achievement during the post-apartheid era has been the increased participation of previously disadvantaged race groups. However, as shown in Figure 4 below, by 2004, while levels of participation amongst different race group converge for children aged 7 to 15 (who are legally compelled to go to school), they diverge for those younger than 7 and to some extent for those older than 15.

The data shows that access to education for children aged 0 to 6 years was much higher for white children (at 43%) than for Indian (27%), African (26%) and coloured (22%) children. It is significant, however, that in relation to post-compulsory schooling (16 to 20 year olds) enrolments of Africans was 73%, compared to that of Indians at 62% and colored at only 49%. Whites continued to enjoy a higher rate of participation than all other race groups.

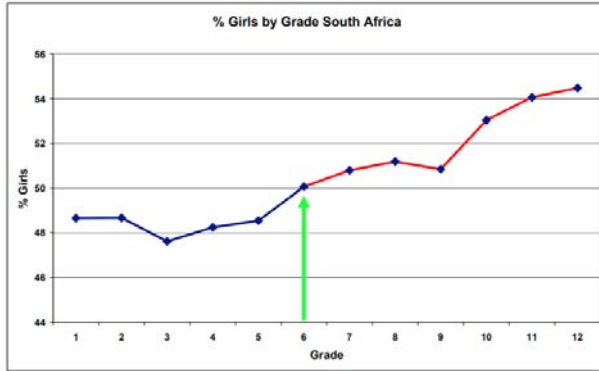


Figure 5: Girls exceed the number of boys in the system from Grade 6.

5.4.3 Gender Parity

Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This is used to indicate the level of access for females to education compared with males. A GPI of more than 1 indicates that in proportion to the appropriate school age population, there are more females than males in the school system. Table 5 below shows that there are more boys than girls in Grades R to 9, but this is reversed for Grades 10 to 12. When all the grades are considered together, only the years 2002 and 2003 show more boys than girls in the system. This might be explained by a higher dropout rate for boys, related to a reduction in their demand for continued schooling

Table 5: Gender Parity Index

Year	Grades (R-9)	Grades (10-12)	Grades (R-12)
2000	0.97	1.11	1.01
2001	0.95	1.10	1.00
2002	0.97	1.13	0.99
2003	0.97	1.10	0.99
2004	0.97	1.14	1.01
2005	0.97	1.13	1.00
2006	0.97	1.14	1.01

5.4.4 Early Childhood Development

Access to education refers not only to enrolment in schools but also the provision of Early Childhood Development (ECD). There are limitations of data with regard to ECD provision which constrains analysis of key indicators of access. There are also many players in the field of ECD provision in South Africa. A recent Department of Education report (DoE, 2006d) suggests that ECD sites constituted approximately 1.8% of learners in the education system in South Africa. The document indicates that just over 400 000 of these children were in Grade R (in both public and independent institutions) and a further 34000 were in pre-Grade R programmes.

Table 6 below shows the distribution of children in public and independent ECD institutions by gender.

Table 6: Pre Grade R and Grade R enrolment

	Independent		Public	
	Male	Female	Male	Female
Pre-Grade R	4335	4462	12387	12457
Grade R	7541	7792	195049	194815

The table shows that the majority of these children are in public institutions, and in Grade R, which is mostly attached to schools. The national Department has committed itself to phasing in Grade R as part of the 10 years of compulsory schooling by 2010. A national ECD audit in 2000 found that the participation rate in ECD was 13% of all children aged 0 to 6 years. It remains to be established what the Grade R participation rate is for 5-6 year olds. It is necessary to include Grade R in the 'no fee' category for the respective quintiles in order to ensure access.

5.4.5 Backlogs in Education

While most of South Africa's children now have access to primary education, and access to secondary education is expanding, the system faces several major challenges, most notably the need to improve the quality and efficiency of education. The School Register of Needs carried out in 2000 (DoE, 2000) highlighted a wide range

of persisting inequalities, problems and shortages (Table 7 below), especially in the provision of facilities, infrastructure and basic services. Backlogs are greatest in schools that formerly provided education only for black learners, and most severe in the rural areas of KwaZulu-Natal and the Eastern Cape.

Table 7: Backlogs for basic needs

	Total in use	Backlog	Backlog as % of Total
Backlog of classrooms	315830	13269	4.0
Staffrooms	5208	11384	68.6
Office	6864	6432	48.4
Physical Science Lab	1867	662	26.1
Biology Lab	1479	719	32.7
Computers for admin	6616	19094	74.2
Computers for Teaching	3351	22359	86.9
Telecommunication	17498	8212	31.9
Water	19331	6379	24.8
Electricity	14891	10819	42.1
Sanitation	23212	2498	9.7

The serious shortages related to basic services (water, sanitation and electricity) may have more impact on access than some of the other backlogs. The figures in Table 7 should nevertheless be treated with caution, in part due to low response rates. For instance, fewer than half of schools responded to the 'biology lab' question. The figures were calculated on the basis of the number of schools that offer Biology as a subject, a subset of the total number of secondary schools; and the low percentage of 32.7% is due to the fact that few black schools offer Biology, a consequence of apartheid policy preferences for Biblical Studies, History and Geography.

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CHAPTER

6

EDUCATION SYSTEM IN 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. Taxila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various

articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68–70 billion by 2012.

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate.

The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree.

As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

In India education system is not based on pure merit, but it's based on caste based reservations. In universities/Colleges/Institutions affiliated to federal government there is minimum 50% of reservations applicable to various castes. At state level it varies. State of Andhra Pradesh has 83.33% of reservations as on 2012, which is highest percentage of reservations in India. So the state is popularly known as the state that killed merit.

6.1 HISTORY OF EDUCATION

Brahmin gurus imparted education by means of begging and not through charging fees or funds from the students or their guardians. Later, temples were also centres of education. Religious education was compulsory but secular subjects were also taught. Students were required to be brahmacharis or celibates. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest class, the Brahmins, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the Kshatriya, were trained in the various aspects of warfare. The business class, the Vaishya, were taught their trade and the working class of the Shudras was generally deprived of educational advantages. The book of laws, the Manusmriti, and the treatise on statecraft the Arthashastra were among the influential works of this era which reflect the outlook and understanding of the world at the time.

Secular institutions cropped up along with Hindu temples, mutts and Buddhist monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centers became increasingly visible from the period between 500 BCE to 400 CE. The important urban centers of learning were Taxila (in modern day Pakistan) and Nalanda in Bihar, among others. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as Vedic and Buddhist literature, logic, grammar, etc. Chanakya, a brahmin teacher, was among the most famous teachers of Taxila, associated with founding of Mauryan Empire.

By the time of the visit of the Islamic scholar Alberuni (973–1048 CE), India already had a sophisticated system of mathematics.

With the arrival of the British Raj in India the modern European education came to India. British Raj was reluctant to introduce mass education system as it was not their interest. The colonial educational policy was deliberately one of reducing indigenous culture and religion, an approach which became known as

Macaulayism. This dramatically changed the whole educational system. Educated people failed to get jobs because the language in which they received their education had become redundant. The system soon became solidified in India as a number of primary, secondary, and tertiary centers for education cropped up during the colonial era. Between 1867 and 1941 the British increased the percentage of the population in primary and secondary education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. However, this was much lower than the equivalent figures for Europe, where in 1911 between 8 and 18% of the population was in primary and secondary education. Additionally, they made efforts to improve literacy. In 1901, the literacy rate in India was about 5.4%; by India's independence it was nearly 16.5%.

The credit for fostering education to the masses following independence in 1947 chiefly goes to the first prime minister Jawaharlal Nehru. India's first education minister Maulana Azad envisaged strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, only higher education, which dealt with science and technology, came under the jurisdiction of the central government. The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.

The central government of India formulated the National Policy on Education (NPE) in 1968 and in 1986 and also reinforced the Programme of Action (POA) in 1992. In 2008 the government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan, ssa.nic.in in India's initiative for Education for All) and setting up of Navodaya Vidyalaya and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities. India's NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher

spending on education, envisaging a budget of more than 6% of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.

6.1.1 Overview

India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. In India, the various curriculum bodies governing school education system are:

- The state government boards, in which the majority of Indian children are enrolled.
- The Central Board of Secondary Education (CBSE). CBSE conducts two examinations, namely, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
- The Council for the Indian School Certificate Examinations (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/Grade 10); The Indian School Certificate (ISC - Class/Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
- The National Institute of Open Schooling (NIOS).
- International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
- Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated

with Darul Uloom Deoband.

- Autonomous schools like Woodstock School, The Sri Aurobindo International Center of Education Puducherry, Auroville, Patha Bhavan and Ananda Marga Gurukula.

In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

6.1.2 10+2+3 PATTERN

The central and most state board uniformly follows the “10+2+3” pattern of education. In this pattern, 10 years of primary and secondary education is followed by 2 years of higher secondary (usually in schools having the higher secondary facility, or in colleges), and then 3 years of college education for bachelor’s degree. The 10 years is further divided into 5 years of primary education and 3 years of upper primary, followed by 2 years of high school. This pattern originated from the recommendation the Education Commission of 1964–66.

6.2 PRIMARY EDUCATION SYSTEM IN INDIA

The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India.) The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the Elementary Stage are government run or supported, making it the largest provider of education in the Country.

However, due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

6.2.1 Private Education

According to current estimates, 80% of all schools are government schools making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas, the balance

has already tilted towards private schooling in cities; even in rural areas, nearly 20% of the children in 2004-5 were enrolled in private schools. According to some research, private schools often provide superior results at a multiple of the unit cost of government schools. However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation.

In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music and drama. The pupil teacher ratios are much better in private schools (1:31 to 1:37 for government schools and more teachers in private schools are female.

There is some disagreement over which system has better educated teachers. According to the latest DISE survey, the percentage of untrained teachers (parameters) is 54.91% in private, compared to 44.88% in government schools and only 2.32% teachers in unaided schools receive in-service training compared to 43.44% for government schools. The competition in the school market is intense, yet most schools make profit. However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32% - source: fortress team research). Even the poorest often go to private schools despite the fact that government schools are free. A study found that 65% of schoolchildren in Hyderabad's slums attend private schools.

6.2.2 Homeschooling

Homeschooling is legal in India, though it is the less explored option. The Indian Government's stance on the issue is that parents are free to teach their children at home, if they wish to and have the means. HRD Minister Kapil Sibal has stated that despite the RTE Act of 2009, if someone decides not to send his/her children to school, the government would not interfere.

6.2.3 Secondary Education

The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001. However, enrolment figures show that only 31 million of these children were attending schools in 2001–02, which means that two-third of the population remained out of school.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Madhyamik Shiksha Abhiyan.

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education. but which was converted into Inclusive Education at Secondary Stage Another notable special programme, the Kendriya Vidyalaya project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the Kendriya Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.

A multilingual web portal on Primary Education is available with rich multimedia content for children and forums to discuss on the Educational issues. India Development Gateway is a nationwide initiative that seeks to facilitate rural empowerment through provision of responsive information, products and services in local languages.

6.2.4 Higher Education

After passing the Higher Secondary Examination (the grade 12 examination), students may enroll in general degree programs such as bachelor's degree in arts, commerce or science, or professional degree programs such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. In India, education system is reformed. In future, India will be one of the largest education hubs.

As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 33 institutes which are of national importance. Other institutions include 16000 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system.

Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of undergraduate education in engineering. The IITs enroll about 10,000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However the IIT's have not had significant impact on fundamental scientific research and innovation. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science(IACS), Indian Institute of Science IISC), Tata Institute of Fundamental Research (TIFR), Harishchandra Research Institute (HRI), are acclaimed for their standard of

research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation.

Government of India is aware of the plight of higher education sector and has been trying to bring reforms; however, 15 bills are still awaiting discussion and approval in the Parliament. One of the most talked about bill is Foreign Universities Bill, which is supposed to facilitate entry of foreign universities to establish campuses in India. The bill is still under discussion and even if it gets passed, its feasibility and effectiveness is questionable as it misses the context, diversity and segment of international foreign institutions interested in India. One of the approaches to make internationalization of Indian higher education effective is to develop a coherent and comprehensive policy which aims at infusing excellence, bringing institutional diversity and aids in capacity building.

Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities — Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science – Pilani were listed among the top 20 science and technology schools in Asia by Asiaweek. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the Financial Times of London in 2010 while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment.

6.2.5 Technical Education

The number of graduates coming out of technical colleges increased to over 700,000 in 2011 from 550,000 in FY 2010. However, 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology.

From the first Five Year Plan onwards India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament. At the Central (federal) level, the Indian Institute of Space Science and Technology, the Indian Institute of Technology, the National Institutes of Technology and the Indian Institutes of Information Technology, Rajiv Gandhi Institute of Petroleum Technology are deemed of national importance.

The Indian Institutes of Technology are among the nation's premier education facilities. Since 2002, Several Regional Engineering Colleges (RECs) have been converted into National Institutes of Technology giving them Institutes of National Importance status.

The Rajiv Gandhi Institute of Petroleum Technology : The Ministry

of Petroleum and Natural Gas (MOP&NG), Government of India set up the institute at Jais, Rae Bareli district, Uttar Pradesh through an Act of Parliament. RGIPT has been accorded "Institute of National Importance" along the lines of the Indian Institute of Technology (IIT), Indian Institute of Management (IIM) and National Institute of Technology (NIT). With the status of a Deemed University, the institute awards degrees in its own right.

The UGC has inter-university centres at a number of locations throughout India to promote common research, e.g. the Nuclear Science Centre at the Jawaharlal Nehru University, New Delhi. Besides there are some British established colleges such as Harcourt Butler Technological Institute situated in Kanpur and King George Medical University situated in Lucknow which are important center of higher education.

Central Universities such as Banaras Hindu University, Jamia Millia Islamia University, Delhi University, Mumbai University, University of Calcutta, etc. are too pioneers of technical education in the country.

In addition to above institutes, efforts towards the enhancement of technical education are supplemented by a number of recognized Professional Engineering Societies such as

1. Institution of Mechanical Engineers (India)
2. Institution of Engineers (India)
3. Institution of Chemical Engineering (India)
4. Institution of Electronics and Tele-Communication Engineers (India)
5. Indian Institute of Metals
6. Institution of Industrial Engineers (India)
7. Institute of Town Planners (India)
8. Indian Institute of Architects

that conduct Engineering/Technical Examinations at different levels(Degree and diploma) for working professionals desirous of improving their technical qualifications.

6.2.6 Open and Distance Learning

At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning.

At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of about 15 lakhs, serviced through 53 regional centres and 1,400 study centres with 25,000 counsellors. The Distance Education Council (DEC), an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities. While distance education institutions have expanded at a very rapid rate, but most of these institutions need an up gradation in their standards and performance. There is a large proliferation of courses covered by distance mode without adequate infrastructure, both human and physical. There is a strong need to correct these imbalances.

Arjun Singh Center for Distance and Open Learning, Jamia Millia Islamia University was established with the assistance of Distance Education Council in September 2002. Major objectives of the Centre are to provide opportunities for higher education to those who are not able to draw benefits from formal system of education. The Open Learning System allows a learner to determine his pace of learning and provides education at the doorstep of the learner. The mode of transaction is through self-learning print material, supplemented by audio and video programmes. It has further scope of students accessing material through internet and various other media.

Improvement in the Indian system of schooling is an elephantine task and has become very important. What our students are learning now is mostly redundant. Syllabus needs to be skill based rather than mugging up of large chunks of theory. I am shocked to see that students even mug up mathematical sums before the exams.

Learning by doing should be our primary focus and they need to be taught what is relevant. Invalid information in textbooks take away a lot of productive learning time. We also do not have any system in traditional schools to tap the talents of students apart from academic achievement as we lay so much importance on marks and grades.

6.3 AIMS OF EDUCATION IN CONTEMPORARY INDIAN SOCIETY

According to Dr. Radha Krishnan, “It is my earnest desire that the Commission should survey all aspects of educational system at all levels and give suggestions that may help the educational system in progressing at all levels.

According to Kothari Commission, “One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a tool for improvement of their social and economic condition”.

The most important and urgent reform needed in education is to transform it, to relate it to the life, needs and aspirations of the people and thereby make a powerful instrument of social, economic and cultural transformation, necessary for realization of the national goals. For this purpose the commission has suggested the following objectives of education:

- (a) Increasing productivity.
- (b) Social and national integration.
- (c) Acceleration the process of modernization.
- (d) Developing social, moral and spiritual values.

Education for Increasing Productivity though India is a land of vast resources, yet it has not become self-sufficient for this purpose, the resources must be exploited and education must be related to productivity to increase national income.

In order to create a link between education and productivity the following programme has been suggested by Kothari Commission:

6.3.1 Science Education

Science education must become an integral part of school education and ultimately some study of science should become a part of all courses in the humanities and social sciences at universities also.

The quality of science teaching must also be improved considerably so as to promote a deep understanding of basic principles, to develop problem solving and analytical skills and to promote the spirit of enquiry and experimentation.

Work Experience. In the programmed of relating education to life and productivity, work experience must be introduced as an integral part of all education general and vocational.

To commission work experience implies participation in productive work in school, in the home, in a workshop, on a farm, in a factory or in any productive situation.

All purposeful education should include study of languages, humanities and social sciences, study of mathematics and natural sciences, work experience and social services.

Work experience is a method of integrating education with work. In the present education system work experience and social services have almost been totally neglected. Along with other elements of education work experience should be greatly emphasized for the following reasons:

- (a) It will bridge the gap between intellectual and manual work.
- (b) It will decrease the over academic nature of formal education.
- (c) It will make the entry of youth into the world of work and employment easier by enabling them to adjust themselves to it.

- (d) It will relate education to productivity and also as a means of social and national integration.

6.3.2 Vocationalisation

Every attempt should be made to give a vocational bias to secondary education and to increase the emphasis on agricultural and technological education at the university stage.

This will surely bring education into closer relationship with productivity. In the modern Indian society which is heading towards industrialization, it is essential to considerably expand professional education at the university stage, especially in agricultural and technological fields.

6.3.3 Education for National Integration

India is a land of diverse social groups. Unity and harmony among these groups is the basis of national integration. Social and national integration is an important objective of a national system of education. The Commission has suggested the following steps for strengthening the nation through education.

6.3.4 The Common School System

The present educational system in our country instead of bringing social groups and classes together is tending to increase social segregation and class distinctions.

The schools for the masses (generally maintained by the government) are of poorer quality than those run by private bodies. Good schools are not within the reach of a common man's pocket.

This is one of the major weaknesses of the existing educational system. In the opinion of the Commission, "If our educational system is to become a powerful instrument of national development

in general, and social and national integration in particular, we must march toward the goal of a Common School System of public education.”

The common school must be opened to all children irrespective of caste, creed, community and economic or social status.

- i. It should charge no tuition fee.
- ii. It should maintain a good standard of education in order to meet the needs of average parents so that they may not ordinarily feel the need of sending their children to other expensive schools.

6.3.5 Social and National Service

Social and national service should be made obligatory for all students at all stages. It should form an integral part of education at secondary school and university levels.

This programme will prove an effective instrument for building character improving discipline, inculcating a faith in the dignity of labour and developing a sense of social responsibility, if it is organised concurrently with academic studies in schools and colleges. The following are the main forms of organizing such a programme:

- (a) At the primary stage this programme should be developed in all schools on the lines of Basic Education.
- (b) At the lower secondary stage social service should be made compulsory for all students for thirty days a year, at the higher secondary for twenty days and at the undergraduate stage it should be made obligatory for all students or sixty days a year, to be done in one or more stretches.

Every educational institution should develop a programme of social and community service of its own in which all students must be involved for the periods as indicated above.

- (c) Labour and social service camps or N.C.C. should be organised in each district as alternative forms of

such service for those students for whom no other programmers of social service have been organised in their own institutions.

6.3.6 Promoting National Consciousness

India is a land of different castes, peoples, communities, languages, religions and cultures. The main role of our schools, colleges and universities should, therefore, be to enable our students to discover 'unity in diversity' and in this way, foster a sense of national solidarity and national consciousness among them.

The Promotion of Understanding and Re-evaluation of Our Cultural Heritage this can be achieved by the well-organized teaching of language and literature, philosophy, religion and history of India and by introducing the students to Indian architecture, sculpture, painting, music, dance and drama. Holiday camps and summer schools on inter-state basis can also be organized fruitfully, for breaking down regional and linguistic barriers.

Creation of a strong faith in the future towards would involve an attempt to bring home to the students, the principles of the constitution, the great human values, referred to in its preamble, the nature of the democratic and socialistic society.

6.3.7 Education for International Understanding

There is no contradiction between national consciousness and developing international understanding. Schools should promote international outlook through the study of humanities and social sciences, simultaneously with developing national consciousness.

6.3.8 Democratic Values

The educational programme in schools and colleges should be designed to inculcate democratic values, such as scientific temper of mind, tolerance, respect for the culture of other national groups

etc. This will enable our young citizens to adopt democracy not only as a form of government but also as a way of life.

In a modern society stock of knowledge is far greater, the pace of its growth is infinitely quicker and social change is very rapid. This needs a radical change in the educational system.

Education in a modern society is no longer concerned mainly with the imparting of knowledge or the preparation of a finished product but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself, without which it is not possible to become a responsible member of a democratic society.

Therefore the process of modernization will be directly related to the pace of educational advance. Education brings modernization in following ways:

- (a) The way to modernize quickly is to spread education.
- (b) By producing educated and skilled citizens.
- (c) By-training an adequate and competent intelligentsia.
- (d) By banging a radical change in the method of teaching and in the training of teachers.

6.3.9 Education for Social, Moral and Spiritual Values

The expanding knowledge and the growing power which it places at the disposal of modern society must be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values. For this purpose, active measures should be adopted to give a value-orientation to education. These measures are:

- (a) The central and state Governments should introduce education in moral, social and spiritual values in all institutions.
- (b) The privately managed institutions should also follow the same steps.

- (c) Some periods should be set apart in the time table for this purpose.
- (d) University department should undertake preparation of special literature for this purpose by students and teachers.
- (e) For this purpose, syllabus giving well chosen information about each of the major religions should be included as a part of the course in citizenship or general education to be introduced in schools and colleges.

We may say that education is the most vital forces which can help in the realization of national objectives. While keeping in view the best features of the modern European culture and civilization, the Commission did not ignore the essential characteristics of our ancient culture and civilization as well as the needs and aspirations of our present day society.

It is for the first time that we have been given an integrated picture of Indian education in all its wide and diverse dimensions.

6.4 DETERMINANTS OF AIMS OF EDUCATION

Aims of education cannot be just “pulled out of a hat”. A large number of factors contribute to the determining of educational aims. These factors touch every phase of human life that was, that is, or that will be. The following factors usually determine aims of education.

1. Views about the nature of reality.
2. Views about human nature.
3. Political ideologies and Individual-State relationship.
4. Socio-economic problems.
5. Exploration of knowledge.

6.4.1 Views about the Nature of Reality

Aims of education have direct relationship with the prevailing philosophy of life. The philosophy of life at a certain time is influenced by the views of eminent thinkers and schools of philosophy.

According to idealistic view, the aim of education should be self-realisation or unfolding of what is potential within the child. According to the naturalistic view-point, self-expression or self gratification should be the aim of education. The pragmatists think that education should aim at enabling the individual "to control his environment and fulfill his possibilities."

6.4.2 Views about Human Nature

Educational aims have often been decided keeping in view one or the other element which comprises human nature. Idealists regard 'unfolding the divine in child and man' as the aim. To naturalists, the aim of education is 'self-expression.'

6.4.3 Political Ideologies and Individual-State Relationship

Political ideologies influence aims of education. Under a totalitarian system, the aims of education will be much different from those under a democratic political system. Under the former, the system of education becomes stereotyped and education takes the form of indoctrination. School and text-books must promote the ideology of the State.

Under the later (democratic), the individual enjoys freedom and free play. The goal of education is the good man who is to be educated for a life of freedom. Education aims at developing the full personality of each individual, irrespective of caste, creed, class or religion.

6.4.4 Socio-Economic Problems

Socio-economic problems of a country also determine the aims of education. For example, the Indian Education Commission (1964-66) put emphasis on “increasing productivity’ as one of the national objectives of education.”

6.4.5 Exploration of Knowledge

Exploration of knowledge is a potent factor in determining aims of education. With the advancement of scientific and technical knowledge, education all over the world has become science-oriented.

6.5 THE CHALLENGES FOR INDIA’S EDUCATION SYSTEM

India’s education system turns out millions of graduates each year, many skilled in IT and engineering. This manpower advantage underpins India’s recent economic advances, but masks deepseated problems within India’s education system. While India’s demographics are generally perceived to give it an edge over other countries’ economies (India will have a youthful population when other countries have ageing populations), if this advantage is restricted to a small, highly educated elite, the domestic political ramifications could be severe.

With 35 per cent of the population under the age of 15, India’s education system faces numerous challenges. Successive governments have pledged to increase spending on education to 6 per cent of GDP, but actual spending has hovered around 4 per cent for the last few years. While, at the top end, India’s business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities produce globally competitive graduates, primary and secondary schools, particularly in rural areas, struggle to find staff.

Indian governments have seen education as a crucial development tool. The first part of this paper provides a historical perspective on the development of the education system in India, highlighting the changing emphases within government policy. Since Independence, the education policies of successive governments have built on the substantial legacies of the Nehruvian period, targeting the core themes of plurality and secularism, with a focus on excellence in higher education, and inclusiveness at all levels. In reaching these goals, the issue of funding has become problematic; governments have promised to increase state spending while realizing the economic potential of bringing in private-sector financial support.

The second part of this paper examines how recent governments have responded to these challenges, which have remained largely unchanged since Nehru's era, despite the efforts of past governments and commissions to reform the Indian education system. Attention will be paid to more recent policy initiatives, both those of the previous BJP-led administration and the proposals of the current Congress-led United Progressive Alliance. It will become clear that the same difficulties that existed nearly sixty years ago remain largely unsolved today – for example, the need to safeguard access to education for the poorest and most disenfranchised communities of India.

6.5.1 The Evolution of India's Education Policy

Elitism, Nehruvianism and development

Traditional Hindu education served the needs of Brahmin families: Brahmin teachers would teach boys to read and write. Under the Moguls, education was similarly elitist, favouring the rich rather than those from high-caste backgrounds. These pre-existing elitist tendencies were reinforced under British rule.

British colonial rule brought with it the concept of a modern state, a modern economy and a modern education system. The education

system was first developed in the three presidencies (Bombay, Calcutta and Madras). By linking entrance and advancement in government service to academic education, colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. In the early 1900s, the Indian National Congress called for national education, placing an emphasis on technical and vocational training. In 1920 Congress initiated a boycott of government-aided and government-controlled schools and founded several 'national' schools and colleges. These failed, as the rewards of British-style education were so great that the boycott was largely ignored. Local elites benefited from the British education system and eventually used it to expel the colonizers.

Nehru envisaged India as a secular democracy with a state-led command economy. Education for all and industrial development were seen as crucial tools to unite a country divided on the basis of wealth, caste and religion, and formed the cornerstones of the anti-imperial struggle. Following Independence, school curricula were thus imbued with the twin themes of inclusiveness and national pride, placing emphasis on the fact that India's different communities could live peacefully side by side as one nation.

The legacies of this Nehruvian approach to education are considerable; perhaps most notable is the entrenchment of the pluralist/secularist perspective in the minds of the Indian people. Subsidized quality higher education through institutions such as the IITs and IIMs formed a major contribution to the Nehruvian vision of a self-reliant and modern Indian state, and they now rank amongst the best higher education institutions in the world. In addition, policies of positive discrimination in education and employment furthered the case for access by hitherto unprivileged social groups to quality education. It has been argued that while access for some marginalized communities continues to be limited, the upward mobility of a few Dalit and tribal households resulting from positive discrimination in educational institutions and state patronage has created role models that help democracy survive in India.

6.5.2 The Kothari Commission: Education for Modernization, National Unity and Literacy

Drawing on Nehru's vision, and articulating most of his key themes, the Kothari Commission (1964–6) was set up to formulate a coherent education policy for India. According to the commission, education was intended to increase productivity, develop social and national unity, consolidate democracy, modernize the country and develop social, moral and spiritual values. To achieve this, the main pillar of Indian education policy was to be free and compulsory education for all children up to the age of 14. Other features included the development of languages (Hindi, Sanskrit, regional languages and the three-language formula), equality of educational opportunities (regional, tribal and gender imbalances to be addressed) and the development and prioritization of scientific education and research. The commission also emphasized the need to eradicate illiteracy and provide adult education.

India's curriculum has historically prioritized the study of mathematics and science rather than social sciences or arts. This has been actively promoted since the Kothari Commission, which argued that India's development needs were better met by engineers and scientists than historians. The perception has remained that students only study social science or arts subjects as a last resort, though recently commerce and economics have risen in stature.

6.5.3 The Need for Change: the National Policy on Education

In 1986, Rajiv Gandhi announced a new education policy, the National Policy on Education (NPE), which was intended to prepare India for the 21st century. The policy emphasized the need for change: 'Education in India stands at the crossroads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.'

According to the new policy, the 1968 policy goals had largely been achieved: more than 90 per cent of the country's rural population were within a kilometre of schooling facilities and most states had adopted a common education structure. The prioritization of science and mathematics had also been effective. However, change was required to increase financial and organizational support for the education system to tackle problems of access and quality. Other problems also needed addressing:

India's political and social life is passing through a phase which poses the danger of erosion to long accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain.

The new policy was intended to raise education standards and increase access to education. At the same time, it would safeguard the values of secularism, socialism and equality which had been promoted since Independence. To this end, the government would seek financial support from the private sector to complement government funds. The central government also declared that it would accept a wider responsibility to enforce 'the national and integrative character of education, to maintain quality and standards'. The states, however, retained a significant role, particularly in relation to the curriculum. The central government committed itself to financing a portion of development expenditure, and around 10 per cent of primary education is now funded under a centrally sponsored scheme. The key legacies of the 1986 policy were the promotion of privatization and the continued emphasis on secularism and science.

Another consequence of the NPE was that the quality of education in India was increasingly seen as a problem, and several initiatives have been developed since in an attempt to counter this:

- *Operation Blackboard (1987–8)* aimed to improve the human and physical resources available in primary schools.
- *Restructuring and Reorganization of Teacher Education (1987)* created a resource for the continuous upgrading

of teachers' knowledge and competence.

- *Minimum Levels of Learning (1991)* laid down levels of achievement at various stages and revised textbooks.
- *National Programme for Nutritional Support to Primary Education (1995)* provided a cooked meal every day for children in Classes 1–5 of all government, government-aided and local body schools. In some cases grain was distributed on a monthly basis, subject to a minimum attendance.
- *District Primary Education Programme (DPEP) (1993)* emphasized decentralized planning and management, improved teaching and learning materials, and school effectiveness.
- *Movement to Educate All (2000)* aimed to achieve universal primary education by 2010 through microplanning and school-mapping exercises, bridging gender and social gaps.
- *Fundamental Right (2001)* involved the provision of free and compulsory education, declared to be a basic right for children aged between 6 and 14 years.

Other schemes specifically targeted at marginalized groups, such as disabled children, and special incentives targeting the parents within scheduled castes and scheduled tribes have also been introduced.

In 1992, when education policy was re-examined, the NPE was found to be a sound way forward for India's education system, although some targets were recast and some re-formulations were undertaken in relation to adult and elementary education. The new emphasis was on the expansion of secondary education, while the focus on education for minorities and women continued.

6.5.4 The Development of Non-formal Education

Despite Nehru's visions of universal education, and the intentions of the Kothari Commission to provide all young children with

free and compulsory schooling, a significant proportion of India's young population remained uneducated by the 1970s. To address this problem, the Centrally Sponsored Scheme of Non Formal Education was set up to educate school dropouts, working children and children from areas without schools. It started on a pilot basis in 1979 and expanded over the next few years to cover ten educationally backward states. In the 1980s, 75 per cent of those children not enrolled in school resided in these states.

The 1986 National Policy on Education built upon this scheme and recognized that a large and systematic programme of non-formal education was required to ensure access to elementary education. The NPE developed the system of non-formal education, and expanded it to urban slums and other areas beyond the initial ten states. It also revised the system, involved voluntary organizations and offered training to local men and women to become instructors. For instance, the Non-formal Adult Education for Women based in Lucknow (UP) opened 300 centres in rural areas with financial support from UNESCO. As a result of many such local programmes, literacy rates improved significantly between 1981 and 1991: male literacy increased from 56.5 per cent to 64.2 per cent while female literacy increased from 29.9 per cent to 39.2 per cent.

6.5.5 Current Challenges and Proposals for Reform

Primary and secondary education: access, quality and literacy

Despite efforts to incorporate all sections of the population into the Indian education system, through mechanisms such as positive discrimination and nonformal education, large numbers of young people are still without schooling. Although enrolment in primary education has increased, it is estimated that at least 35 million, and possibly as many as 60 million, children aged 6–14 years are not in school. Severe gender, regional, and caste disparities also

exist. The main problems are the high drop-out rate, especially after Class 10, low levels of learning and achievement, inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, the large number of teacher vacancies, poor quality of education and inadequate funds. Other groups of children 'at risk', such as orphans, child-labourers, street children and victims of riots and natural disasters, do not necessarily have access to schools.

Furthermore, there is no common school system; instead children are channelled into private, government-aided and government schools on the basis of ability to pay and social class. At the top end are English-language schools affiliated to the upscale CBSE (Central Board of Secondary Education), CISCE (Council for the Indian Schools Certificates Examination) and IB (International Baccalaureate) examination boards, offering globally recognized syllabuses and curricula. Those who cannot afford private schooling attend English-language government-aided schools, affiliated to state-level examination boards. And on the bottom rung are poorly managed government or municipal schools, which cater for the children of the poor majority. Therefore, while education for all is safeguarded by the Constitution, and a majority of people can now access educational resources, the quality of the education that young people in Indian receive varies widely according to their means and background, which is a worrying and problematic trend.

In India's 600,000 villages and multiplying urban slum habitats, 'free and compulsory education' is in fact basic literacy instruction dispensed by barely qualified 'para teachers'.

The thrust on elementary education over the last two decades and the growing aspirations of poor communities resulting from their participation in a political democracy have already led to a situation where most children at age six are enrolling in schools/learning centres and residential bridge courses. However, the poor quality of these schools and their rudimentary physical and human infrastructure often lead to children dropping out of the school system without learning or continuing in it with limited

learning. An emphasis on food, livelihood and health guarantees is therefore simultaneously required to level out the initial disadvantages of the poor in the educational sphere stemming from malnourishment, poverty, and health-related debility.

The present Indian government, the United Progressive Alliance, appears to be committed to confronting these challenges, as reflected in their Common Minimum Programme (see below). The introduction of a 2 per cent education cess (surcharge) on tax, a stress on employment guarantees and the establishment of a National Rural Health Mission are thus welcome developments in this respect.

India's aim of providing basic education for all stems from the empowering and redistributive impact of education. Until recently, literacy, and the related issue of access to schooling, have taken precedence over curricular content. J. Dreze and A. Sen argue:

Literacy is an essential tool for self-defence in a society where social interactions include the written media. An illiterate person is significantly less equipped to defend herself in court, to obtain a bank loan, to enforce inheritance rights, to take advantage of new technology, to compete for secure employment, to get onto the right bus, to take part in political activity – in short, to participate successfully in the modern economy and society.

Dreze and Sen argue that the 1991 census indicated that about half of the adult population were unable to read or write. Unsurprisingly, literacy rates vary widely between states, and between genders. The northern Hindi-belt states, whose economic performance has been worse than that of western and southern states, have lower literacy rates. Female literacy varies from around 34 per cent in Bihar to 88 per cent in Kerala; male literacy varies between 60 per cent in Bihar and 94 per cent in Kerala. Rajasthan suffers the widest gender difference: female literacy stands at 44 per cent; male at 77 per cent. One of the main aims of education policy in the 1990s was to accelerate the progress of literacy and school attendance and to create an equitable system for girls,¹⁴ as had been planned by the Kothari Commission in 1964.

In recent years, however, attention has shifted away from the provision of basic literacy skills and towards debates surrounding the content of school curricula. These debates have been particularly concerned with the traditionally secular emphasis within education, which has become vulnerable since the successes of avowedly Hindu political parties.

6.5.6 Curricula Content

The BJP, which dominated coalition governments from 1998 until 2004, initially came to power with an agenda heavily influenced by Hindutva, including the introduction of a uniform civil code under Hindu law and the construction of the Ram temple in Ayodhya. Since a significant proportion of the BJP's electoral constituency comes from right-wing Hindu organizations, such as the Rashtriya Swayamsevak Sangh (RSS) and the Vishwa Hindu Parishad (VHP), it was expected that the government would further the rather chauvinist aspirations of these groups. However, in most policy fields it took a moderate stance, since it needed to maintain the support of its coalition partners, many of which were regional and secular in nature.

But the reverse occurred in the field of education. The 1999 election manifesto of the National Democratic Alliance (NDA) included a section entitled 'Education for all', which appeared in harmony with the reforms implemented under Rajiv Gandhi. The preamble stated that 'State support for education has been wholly inadequate. Quality education is fast becoming the preserve of the social and economic elite of the country.'

When the NDA came to power in 1999, the BJP kept control of the two most senior positions in the Ministry of Human Resource Development, which included education policy. Two party hardliners, Murli Manohar Joshi and Uma Bharti, took the positions of Union Minister and Minister of State respectively. The former oversaw the expansion of the network of RSS schools and the appointment of RSS members or sympathizers to top national education bodies.

In 2000/01, the National Council of Educational Research and Training (NCERT) issued a National Curriculum Framework for school education under the slogan of 'Indianize, nationalize and spiritualize'.¹⁸ The framework called for the purging of all foreign elements from the curriculum in state schools. These included the British legacy as well as aspects of Indian culture which were seen as having been introduced by the Mogul invaders.

The new policy involved a massive textbook revision. The revisions were contested by a petition to the Supreme Court brought by three activists who argued that the NCERT had not followed the correct procedures of consultation with the states and that it had tried to introduce religious teaching, which is forbidden by the Constitution. However, the Supreme Court rejected this petition. The new history and social science textbooks were accused of promoting an anti-minority outlook through flaws and omissions.²⁰ The BJP argued that it was correcting formerly onesided interpretations of history. Sixteen pages in three history textbooks in years 6, 7 and 11 were removed. These included a paragraph suggesting that there was no archaeological evidence of settlements in and around Ayodhya around 2000 BC. In an interview Murli Manohar Joshi explained that the changes were made following complaints from Jains, Sikhs, Jats and others who felt aggrieved by the events depicted in the old textbooks:

We examined them and the NCERT made a decision to delete them. (...) Certain authors of history have tried to distort history. They have given it a purely leftist colour. They say that India had no history of its own because they are guided by Marx. They teach the history of a nation that was mainly defeated and conquered by foreign powers. It's a travesty of facts and an attempt to kill the morale of a nation.

Aside from accusing India's historians of an underhand communist agenda, Joshi also denied that the RSS had been involved in the process, arguing that, in science books, discoveries were falsely credited to the Western world: 'Was the invention of computers possible without the invention of the Indian binary system, zero and one?

The changes were an attempt to increase pride in being Indian, but concerns were raised that Indian culture was presented as Hindu culture, ignoring India's pluralistic roots and the contributions of Muslim and other minorities. This was a reversal of the Nehruvian view of the roots of India's education system. The Human Resource Development Minister responded to the widespread criticism from the historical profession by calling the criticism 'intellectual terrorism unleashed by the left ... more dangerous than cross border terrorism'.

The press described the moves as the 'saffronization' of education, and it became a national issue in 2001 when non-BJP parties within the NDA said that even if the Human Resource Development Ministry insisted on the new curriculum, they would not accept the changes in the states they ruled. There were two main criticisms of the new education policy: first, that they were directed by the communal agenda of the Sangh Parivar and were contrary to the principles enshrined in the Constitution; and, second, that education was the responsibility of the states and changes could not be centrally imposed.

In Delhi, the Congress chief minister, Sheila Dikshit, said she had no problems with the old textbooks and would happily have reprinted them. However the NCERT refused permission and insisted that the new textbooks with the historical revisions be used. So, instead, the Delhi state government created its own books.

Aside from what was happening in state schools, the RSS started to expand its influence in education and health. The first RSS-backed school had been established in 1952 by some RSS members whose aim was to contribute to 'nation-building' through education. There are now more than 50 state and regional committees affiliated to Vidya Bharati, the largest voluntary association in the country. These coordinate around 13,000 institutions with 74,000 teachers and 1.7 million students. The expansion of RSS schools was a major pillar in this strategy, essentially circumventing the traditional separation of education and religion. This expansion has been funded in various ways, including through charities

operating in the West. According to a recent report published by Awaaz, a London-based secular network, almost a quarter of Sewa International earthquake funds raised from the UK to help Gujarat were used to build RSS schools.

RSS teaching is centred on knowledge of culture or Sanskrit Gyan. The RSS, however, also sponsored an agenda paper on education that the central government tried to present before the Conference of State Education Ministers in October 1998, suggesting that these and similar texts could in the future be made compulsory for all schools.

RSS schools teach a Hindu-centric world view, which works both to highlight the difference between Hindus and non-Hindus and at the same time to emphasize the role of Hinduism as the source of all human wisdom. The proposed legislation to legalize RSS schools, enabling them to receive state funding, would be a significant policy change for a country so traditionally committed to the provision of secular education. As Nalini Taneja observes:

Through a directive that makes all schools running for 10 years automatically entitled to affiliation and recognition, the BJP govt. has ensured large transfers of state funds to RSS schools in the states of BJP govt., especially if it can be easily shown that govt. schools are not functioning well.

While there is doubt about the impact of the 'saffronization' of the education system, nonetheless it was this issue that the UPA government tackled first. Only a few weeks after the elections, on 12 June 2004, the government ordered a panel of historians to be constituted to advise on the issues of communalization and inadequacies of the history textbooks of the NCERT. The three history professors, S. Settar, J.S. Grewal and Barun De, submitted a report which concluded that 'the textbooks prepared since 2000 are so full of errors and sub-standard that we find it impossible to recommend their continuation'. The panel acknowledged that though there are different interpretations with regard to historical facts, at school level history teaching should reflect a consensus. The Executive Committee of the NCERT subsequently issued a

note to all schools, explaining that the report had been accepted, but that because the academic session 2004/05 was too advanced the books would not be withdrawn until the 2005/06 academic year. The note also gave some advice on how to cope with flaws in the history books, detailing errors and page numbers and promising to reprint and make available the old textbooks. It also emphasized that history was not to be used for political purposes:

The past has a value of its own and distinctive fact of its own, not to be twisted for present purposes, either of the state or regional predilections of that element of the past as it was, distinct from the past as we would like it to be today.

The Minister of Human Resource Development made a statement in parliament on 20 July 2004, promising to restore the earlier books in the next academic session. However the exercise has flagged up the flaws in the old textbooks, which were seen as too dry, and lacking narrative and emotion. While the government will try to address this in the medium term, in the short term it will focus on restoring pedagogy 'which helps raise questions and prevents indoctrination'. The curricula changes introduced by recent BJP-led governments indicated a shift from the Nehruvian tenet of secular education and diverted attention from more deep-seated structural problems in India's education system, such as the need for universal access to quality education. But for non-BJP parties, the development of a Hindu-centric education system presents a major political concern and, as is inevitable in a representative democracy, political issues take precedence over more substantive issues. The challenge for the present government will be to move past this political obstacle and push through more comprehensive reforms, rather than simply undoing the policies of its predecessor.

6.5.7 Funding and Higher Education

Under the Constitution, responsibility for education is shared between central and state governments. The central government sets policy, stimulates innovation and plans frameworks. The state

governments are responsible for running the education system on the ground. This has exacerbated problems since states have differing resources to allocate to education. It is the inadequacy of resources that has recently become the most pressing and central issue. Allocation is another issue. When resources are scarce, what are the state's priorities? In general southern, richer states do better than the poorer, northern ones. According to India Together reporter Summiya Yasmeen:

The Central and state governments are hard put to mobilise 4 per cent of GDP for education. (...) With 59 million children out-of-school and another 90 million in school learning very little, the common school system is not a utopian ideal dug out from the archives of the Kothari Commission, but an imperative that will decide India's place in the comity of nations.

The standard of educational facilities, and the quality of education, are generally higher in primary and secondary schools in richer states than poorer ones, such as Bihar and Jharkhand. In higher education, differing availability has itself contributed to the economic differences. The IT-based success of southern states owes much to their higher number of engineering colleges, and consequent greater pool of graduates.

The number of engineering colleges demonstrates incredible diversity, and has helped contribute to the concentration of high-technology industry in southern India. But the disparity between these states and northern states is dramatic; Bihar, for instance, has less than one engineering college for every 10 million people in the state; Tamil Nadu has almost four colleges for every million people. The growth of the IT and BPO (Business Process Outsourcing) industries and the concomitant spread of computer use and application in the private sector has had a significant impact on the expansion of the highly skilled labour market, and thus on higher education. In fact, privatesector education is a growing field in itself, estimated to make up nearly 2 per cent of GDP. Unfortunately, this top-quality education is restricted not only geographically to those areas where the IT industries are based (as we have already seen), but also according to ability to pay, as

the private-sector educational institutions charge prohibitive fees.

Negotiating the need to share the burden of funding higher education between the public and private sectors has been a continual problem for the Indian government. For example, the 1986 reforms reinforced the independent status of higher education institutions, but led to a gradual decline in government expenditure in this area. The government faced a serious resource crunch and decided to reduce the subsidization of higher education by around 50 per cent. Two committees were set up to mobilize additional resources for universities and technical education institutions. Universities were encouraged to raise fees and to turn to the private sector for additional funding. Consequently, the balance between the public and private sectors becomes almost synonymous with a balance between excellence and access. While it is important for India to produce top-quality graduates, it is equally important that the opportunity to gain a degree is not restricted to privileged communities.

The University Grants Commission (UGC) holds a large measure of responsibility for negotiating this excellence/equity dilemma. It does not simply provide grants to universities and colleges, it also maintains, and tries to raise, academic standards in higher education, frames policies to this end and advises the central and state governments on the subject of expanding and improving higher education. However, the proportion of the education budget allocated to higher education has gradually decreased from 24 per cent in the 1970s to around 9 per cent today. This is posing a problem as Indian universities and colleges are of varying quality. Widening access is also an issue – only 6 per cent of those aged between 18 and 23 enter tertiary education. Dilip Thakore asserts in *India Together*:

With the annual outflow of students fleeing India's second rate tertiary education institutions showing no signs of abating and a growing number of foreign universities clamouring to establish campuses in India even as government budgetary allocations for higher education are shrinking rapidly, UGC top brass have no option but to focus on their mandate to raise teaching and learning

standards in academia and also to teach business illiterate college and university managements to gradually become financially independent.

In the light of these recent trends and difficulties, the NDA manifesto pledged to ensure the independence of higher education institutions, but in fact control was centralized in the past few years. The party's proposals represented a tip in the balance away from public funding towards the private sector, but at the same time displayed a commitment to controlling the upper echelons of higher education institutions by appointing party sympathizers (including RSS members) to the top posts. In addition, pro-Hindutva policies were to have a notable impact on universities, colleges and other academic bodies, which critics argue amounted to a centralization of control over the education system.

Critics claimed that vice chancellors of various universities were appointed on the sole criterion of their sympathy with the new policies:

In Delhi University, while the BJP was holding the State Government, all democratic norms were flouted and the functioning and role of the statutory bodies such as the Academic Council completely undermined. Governing Bodies of Delhi Administration and other colleges were filled with known sympathisers of no academic achievements or interest in education with a view to ensuring appointment of affiliated persons as Principals for the colleges. Appointments to teaching posts were similarly ensured through this process. These RSS filled Governing bodies were openly used for undermining the autonomy of the University, and giving support to corruption and goondaism [hooliganism] on the campus. In flouting and withdrawing many aspects of the agreement arrived at with the teachers last year, the BJP government is devaluing education itself.

The personnel changes were not confined to universities. New appointees to the Indian Council of Historical Research (ICHR) supported the VHP campaign on Ayodhya, while RSS supporters or sympathizers have been appointed to the Indian Council of

Social Science Research (ICSSR), the Indian Institute of Advanced Studies in Simla, the Indian Institute of Mass Communication and the All India Council for Technical Education. Moreover, the National Museum galleries have been renamed and the choice of items displayed reflects the Sangh Parivar's view of Indian history.

As mentioned above, the authority and autonomy of the University Grants Commission was undermined with regard to teachers' salaries, promotion and working conditions. The UGC was being used to commercialize education and to cut state funding. Personnel at the National Institute of Planning (NIEPA) and the NCERT were also changed.

The BJP's policies in this area have extended beyond educational institutions alone, and have had a considerable impact on academia as a whole. These events have led to concern within academia. Sharad Pawar, leader of the Nationalist Congress Party, observed: 'Research scholars should not tarnish the image of inspiring personalities.

The greatest success of the BJP's education policy has been neither the introduction of new textbooks nor the emergence of RSS activists at the helm of national education institutions. It is that the discriminatory discourse appears to have been accepted by the public, many of whom grew up with Nehru's secular ideals of constructing an inclusive Indian national identity. On top of the existing problems in the education system, the BJP added a further concern – that through education India's inclusive identity would be directly eroded.

Recent statistics on the expansion of tertiary-sector education highlight the scale of the problem faced by the new government for creating and implementing policy in this area. The number of colleges and universities across the country has risen from 565 and 25 in 1953 to 15,600 and 311 respectively in 2004. Simultaneously the number of students in higher education has risen from 230,000 to 9.28 million and the number of staff from 15,000 to 462,000. India produces over 2.5 million university graduates per year.

The commission for the Tenth Plan (2002–7) has set itself the target of identifying and designating 25 universities ‘with potential for excellence’ across the country. These institutions will be ‘funded at a higher level to enable them to attain excellence in teaching and research’, according to the UGC concept paper.⁴⁸ Along with a few hundred colleges, they will be given full academic freedom to experiment with the curriculum, introduce innovations in teaching, conduct their own examinations and award joint degrees with affiliating universities. In addition, quality control issues resulted in the creation of the National Assessment and Accreditation Council of India (NAAC) in 1994 with the objective of assessing and grading institutions of Higher Education on a scale from 1 to 5.

These proposals appear to reflect the need to invest in higher education to attain the high quality now demanded by the growing economy. The role of the NAAC is particularly important for achieving increased accountability for publicly funded institutions. Clearly, the current government understands the need for university subsidies, but it is not yet certain whether these subsidies will be directed so as to widen access to those communities traditionally excluded from tertiary education.

6.6 INDIA'S NEW EDUCATION POLICY 2020

India's first Education Policy was passed and implemented in 1986. After thirty-four years, the National Education Policy (NEP) for India has been updated, revised and approved on 29 July 2020. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide.

The policy is based on the pillars of “Access, Equity, Quality, Affordability, Accountability” and will transform India into a vibrant knowledge hub.

NEP 2020 emphasises systemic and institutional improvements to regulation, governance and promotion of multidisciplinary

academics and research in Indian HEIs. Several aspects of the plan may create new opportunities for UK HEIs. For example, changes to the basic education system will make Indian school leavers more prepared to directly enter a UK undergraduate programme; a new nationwide academic credit system will simplify credit recognition partnerships between UK and Indian universities; and legislation will soon be submitted to allow leading overseas universities (institutions ranked in the top 100 worldwide) to open branch campuses in India. At the same time there may be consultancy opportunities related to the quality focus of the new education policy.

6.6.1 Challenges in the Current Higher Education System:

Fragmented higher education ecosystem

1. Poor learning outcomes and development of cognitive skills of students
2. Rigid, inflexible separation of disciplines for eg: An arts stream student cannot study any science related subject at HE.
3. Lack of quality higher education in socioeconomically challenged areas
4. Low teacher and institutional autonomy to innovate and excel
5. Inadequate career management and progression for faculty/institutional leaders
6. Lack of research funding across disciplines
7. Sub-optimal governance and leadership of HEIs
8. Poor regulatory mechanism that inhibits growth of excellent and innovative HEIs
9. Large number of affiliations to universities resulting in poor undergraduate performance

6.6.2 Key Highlights of the New National Education Policy

1. The NEP brings about a range of changes in the system of higher education aiming to improve it with the goal of “creation of greater opportunities for individual employment. The key highlights from the new policy aim at:
 - a. Creating an HE system consisting large, multidisciplinary universities and colleges, with at least one in or near every district, and more HEIs across India which offer their programmes in local/Indian languages
 - b. Shifting from a rigid HE curriculum to multidisciplinary undergraduate education]
 - c. Offering faculty and institutional autonomy
 - d. Revamping the curriculum, pedagogy, assessment, and student support for enhanced student experiences
 - e. Reaffirming the integrity of faculty and institutional leadership positions through merit- appointments and career progression based on teaching, research, and service
 - f. `Establishing National Research Foundation to fund brightest, peer-reviewed research and to actively seed research in universities and colleges
 - g. Improved Governance of HEIs by high qualified independent boards having academic and administrative autonomy
 - h. “light but tight” regulation by a single regulator for higher education;
 - i. Giving increased access, equity, and inclusion through a range of measures such as offering scholarships by private/philanthropic universities for disadvantaged and underprivileged students
 - j. Giving access to education to all learners (disadvantage/ learners with special needs) through online education, and Open Distance Learning (ODL).
2. A goal of the NEP is to increase the Gross Enrolment Ratio in higher education, including vocational education to

- 50part percent by 2035 from 26.3 percent as of 2018.
3. NEP will replace the fragmented nature of India's existing higher education system and instead bring together higher education institutions (HEIs) into large multidisciplinary universities, colleges, and HEI clusters/knowledge hubs. The policy states that over time, single-stream HEIs will be phased out over time.
 4. For now, while the NEP states that a system of granting graded autonomy based on accreditation will be adopted for colleges, eventually, the aim is to transform them into an autonomous degree-granting college, or a constituent college of a university.
 5. New and existing HEIs will evolve into three distinct categories:
 - i. Research Universities (RUs)
 - ii. Teaching Universities (TUs)
 - iii. Autonomous Degree Granting Colleges (ACs)

6.6.3 Systemic Change - Effective Governance Structure for HEIs: Transforming the Regulatory Structure

The new policy strives to create a fine balance ensuring 'minimal government and maximum governance' in the HEIs and facilitating continued excellence in education and research. The Ministry of Human Resource will be called Ministry of Education.

6.6.4 Key Changes that the Policy Advocates around Improving the Governance Standards in HEIs

1. For each HEI there will be a Board of Governors (BoG) consisting of highly qualified, competent, and dedicated individuals with proven capabilities and commitment to the institution.
2. The BoG of each institution will be empowered to govern the institution free of any political or external

interference, make all appointments, including that of head of the institution, and take all decisions regarding governance.

3. National Higher Education Regulatory Authority (NHERA), will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters - particularly financial integrity, good governance, and full online and offline public disclosure of all finances, procedures, faculty/staff, courses, and educational outcomes - will be very effectively regulated, while leaving the rest to the judgment of the HEIs, which is essential to institutional autonomy, innovation, and pursuit of excellence.
4. National Accreditation Authority (NAA) will be tasked to provide accreditation to HEIs and in the long run it will become a binary process in line with global practice.
5. A new General Education Council (GEC) shall be set up to frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes.'
6. National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and will be in sync with the National Skills Qualifications Framework (NSQF). Higher education qualifications leading to a degree/diploma/certificate will be described by the NHEQF in terms of such learning outcomes. In addition, the GEC will set up facilitative norms for issues, such as credit transfer, equivalence, etc. through the NHEQF.
7. Higher Education Grants Commission (HEGC) will be created and will take care of funding and financing of higher education based on transparent criteria, including the Institutional Development Plans, (IDPs) prepared by the institutions and the progress made in the implementation of the IDPs. HEGC will be entrusted with disbursement of scholarships and on developmental funds for new focus areas and expanding quality programme offerings in HEIs across disciplines and fields.

8. The professional councils, such as ICAR, VCI and NCTE etc, referred to as Professional Standard Setting Bodies (PSSBs) will be invited to be members of the GEC. As members of the GEC, they would specify the curriculum framework, against which educational institutions will prepare their own curricula. They would also set the standards or expectations in focussed fields of learning and practice while having no regulatory role.
9. The regulatory system, with the National Higher Education Regulatory Council (NHERC) is set to function as one single regulator for the higher education sector, including teacher education, but excluding medical and legal education.
10. Mode of Education to become more flexible (blended approach). National Educational Technology Forum (NETF) would be created. E-courses will be developed in eight regional languages initially and virtual labs will be developed
11. National Research Foundation (NRF) to promote high quality research. NRF will be soon set-up and it would look after funding, mentoring, and building 'quality of research' in India. The NRF aims to fund researchers working across streams in India. In order to bring non-science disciplines of research in its ambit, NRF will fund research projects across four major disciplines –Sciences; Technology; Social Sciences; and Arts and Humanities.

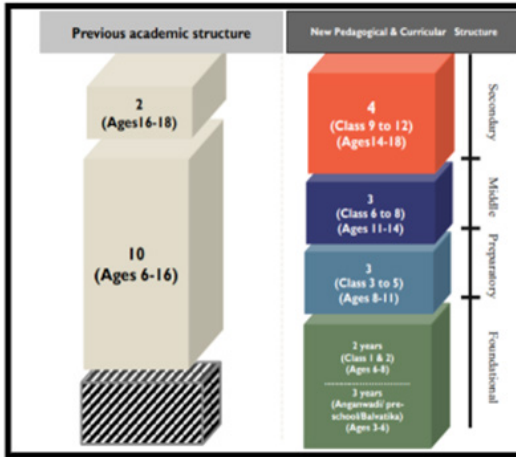
6.6.5 NEP's Student-centric Approach

As a school student:

- For schools, the purpose is to make learning less stressful and more learner oriented. New subjects like coding

will be introduced at an earlier level, from class 6, to modernize the syllabi, as per the policy.

- The NEP also envisages exams for students from Class 3 onwards. All students will take school examinations in Grades 3, 5, and 8, which will be conducted by the appropriate authority. Board exams for grades 10 and 12 will be continued, but redesigned with holistic development as the aim
- The policy states that the Government of India will constitute a 'Gender Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students
- A key highlight of the New Education Policy is establishing a common guiding set of National Professional Standards for Teachers (NPST) that will be developed by 2022, by the National Council for Technical Education (NCTE)
- The NEP sticks to the 'three-language formula' while emphasising that no language would be imposed on anyone. The policy document also lays emphasis on Sanskrit, which it calls an important modern language mentioned in the Eighth Schedule of the Constitution of India. Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula.
- Board exams will be made 'easier', as they will test primarily core capacities and competencies, stress will be reduced to students and parents. The policy also suggests options to make exams stress-free. For instance, school boards could provide options to students on whether they want to take a tough maths exam or the comparatively easier version.



As a Higher Education student:

The NEP is more student centric, giving flexibility to students to pursue their passion at the same time enhancing their skills enabling them to become more employable.

- Undergraduate degrees will be of either a three or four-year duration, with multiple exit options within this period, with appropriate certifications for those dropping out at a certain point in the course. HEIs will also be able to offer masters courses of different designs, based on the undergraduate degree of the student.
- The NEP replaces homogenous format (arts and science) to concept of singular streams (arts/science) called Liberal Education
- The notion of a physical campus or geographical location to dissolve giving flexibility to students to study either in a national or an international institution
- A multidisciplinary approach to implement an “Academic Bank of Credit (ABC)”, which will be able to digitally store academic credits earned from various recognised HEIs (national and international). This will allow degrees from an HEI to be awarded considering credits earned.

- ABC explained
- 1. Up to grade 5 pre-schools: a new basic learning program will be created by government for parents to teach children up to 3 years at home and for preschool 3 to 6
- 2. Grades 6 to 8 Middle School, - From 6th standard onwards vocational courses available
- 3. Grades 8 to 11 High School - From 8th to 11 students can choose subjects
- 4. Grades 12 onwards Graduation: Any Degree will be 4 years and all graduate courses will have major and minor, for example, a science student can have Physics as Major and Music as a minor. Any combination can be chosen with multiple entry and exit from any course. The credit system for graduation for each year will allow students to receive credits which can be utilized later should they decide to take a break in the course and complete later. The syllabus will be reduced to core knowledge of any subject only and more focus on student practical and application knowledge
- Top 100 Universities across globe will be allowed to set their campuses in India. These foreign universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

As a researcher

National Research Foundation (NRF)

A robust and responsive research ecosystem is needed to accelerate the pace of economic, social and academic pursuit in India. The NRF will be an institution specially set up to help channel systematic investment in research and innovation for India which has been low (0.69% of GDP) in comparison to the US (2.8%), China (2.1%) Israel (4.3%) and South Korea (4.2%).

NRF will promote a culture of research in Indian Education ecosystem by:

- a. funding competitive peer-reviewed grant proposals of all types and across all disciplines
- b. seeding, growing, and facilitating research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions
- c. acting as a liaison between researchers and government as well as industry, so that research scholars are constantly made aware of the most urgent and current national research issues
- d. ensuring policymakers are constantly made aware of the latest research breakthroughs; this would allow breakthroughs to be brought into policy and/or implementation in an optimal fashion;
- e. recognising outstanding research and progress achieved via NRF funding/mentoring across subjects, through prizes and special seminars recognising the work of the researchers.

6.6.6 NEP and Teachers' Development

1. Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering 4-year integrated teacher preparation programme.
2. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen PhD subject during their doctoral training period.
3. PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose.

4. A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages to provide mentorship to university/ college teachers.

6.6.7 UK India Alignment

MOBILITY	
NEP Highlights	What it means for UK HEIs
<p>Schools: The existing 10+2 board structure at schools is dropped, and the new structure will be 5+3+3+4 years of schooling. All schools' exams will be semester wise twice a year.</p> <p>The actual number of years remain the same and the new structure now includes play school/ nursery/ kindergarten classes combined with classes 1 and 2. This gives a thrust to early childhood care and education, formalising early education into the formal system.</p> <p>The new structure divides the structure into cognitive developmental stages of the child – early childhood, school years, and secondary stage.</p>	<p>This new system should not affect UG admissions in the UK as the number of years Indians stay in school remain the same. The new policy does however allow students to exit at grade 10 and re-enter the system at grade 11 and this might offer opportunities for Indian students to finish their schooling in the UK and transition to the HE system there more seamlessly.</p>

Higher education:

All undergraduate degrees will be 3-4 years in duration with multiple exit and entry options within this period. If a student completes one year, they get a basic certificate, if they complete two years, they will get a diploma and if they complete the full course, the student receives a degree certificate. So, no year of any student will be wasted if students decide to break the course in between. **An Academic Bank of Credit (ABC) system** will allow a student to digitally store the academic credits earned from various HEIs so that the degree from an HEI can be awarded considering credits earned.

This means credit recognition / transfer agreements will become simpler for Indian students and HEIs will find it easier to accept students from Indian institutions at any point in their education journey. If students decide to defer going to the UK by a year (e.g. a pandemic situation like this one would make this a highly possible scenario) they can simply transfer credits and join later and continue their journey. Traditional mobility timelines are no longer the only options. UK HEIs will have the flexibility to admit student mid-way through their degrees perhaps even increasing their intake numbers. This enables a standardised agreement on UK-India HEI partnerships and collaborations as well around credit transfer, making the process easier. Academic flexibility ensures students won't lose time, effort and money if they change their HEI or don't complete the full course.

<p>All programmes, courses, curricula, pedagogy across subjects, including those in in-class, in online and in ODL modes, as well as student support will aim to achieve global standards of quality. This will also help in having larger numbers of international students studying in India and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.</p>	<p>This provides higher opportunities around partnership and collaboration between Indian and UK HEIs which could lead to higher mobility, research, joint programmes and more. Indian institutions will be comparable to international standards and that increases the various touch-points for UK HEIs in India manifold. TNE could become more viable.</p> <p>Equally outward mobility from the UK allows UK HEIs to offer diverse programme opportunities to their students through agreements with Indian HEIs.</p>
RESEARCH	
<p>HEIs will have the flexibility to offer different designs of Masters programmes, (a) there may be a two-year programme with the second year devoted entirely to research for those who have completed the three-year Bachelors programme; (b) for students completing a four-year Bachelors programme with Research there could be a one-year Masters programme and (c) there may be an integrated five-year Bachelor's/Masters programme. Undertaking a PhD shall require either a master's degree or a 4-year bachelor's degree with Research. The M.Phil. programme will be discontinued.</p>	<p>The acceptance of one-year master's Programme after completing a 4-year bachelor's programme with Research, will create opportunities for UK universities to promote and attract Indian students for the one-year masters', which has been in debate for many years. This will ensure confidence in Indian students studying PG in UK and will further increase numbers to UK.</p> <p>The Indian government's official recognition of the UK one-year masters too will be in focus now.</p> <p>It will be important for UK HEIs to align the subjects with the Research year in a 4 Year Degree programme. UK HEIs need to ensure they can accept Indian students at any point in the UG journey.</p>
CONSULTANCY	

<p>Model public universities for holistic education at par with Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), etc called Multidisciplinary Education and Research Universities (MERU) will be set up and will aim to reach the global status.</p>	<p>This will open paid consultancy opportunities in developing academic and accreditation framework at par with HEIs of UK and other countries. Mobility can be encouraged as part of MoUs and long-term partnerships with the MERUs.</p>
<p>HEIs as part of multidisciplinary education will focus on research & innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages, and inter-disciplinary research including humanities/ social science research.</p>	<p>Opportunities around paid consultancy, faculty/ student exchange and curriculum development and training to support the HEIs both at National and State levels. This will also encourage UK students to come and spend a semester/ year and earn credits.</p>

Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum to be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. The assessment methods to be scientific in approach. Further, the development of capacities that promotes student wellness, - such as fitness, good health, psycho-social well-being, and sound ethical grounding - are also critical for high-quality learning. Often, higher education represents the first time in students' lives when they are living and working independently, leading to stress and pressures in student life leading to threat to their wellness. Robust care and support systems are thus vital for maintaining beneficial conditions for student wellness and form an important precondition for effective learning.

Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and equivalence across programmes, in the ODL (online distance learning), online and the traditional 'in-class' modes (blended approach).

Important to note here:

In February 2020, the government announced that the top 100 institutions in India's National Institutional Ranking Framework can apply to offer fully online degrees. Otherwise, however, Indian universities and colleges are not permitted to offer more than 20 per cent of a degree programme online.

These will open new avenues for UK HEIs to work closely with Indian counterparts for **long-term consultancy, faculty development, online curriculum development and training**. Many Indian HEIs would like to adopt and have access to world-class content and academician by initiating long term and mutually beneficial partnerships in the space of knowledge economy.

PARTNERSHIPS

India to be promoted as a global study destination providing premium education at affordable costs and restore its role as a Viswa Guru (world leader).

High performing Indian universities to be encouraged to set up campuses in other countries, and similarly, **select universities (e.g., those from among the top 100 universities in the world) to be permitted to operate in India.** A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

This is a historic step and will allow UK HEIs to open campus with 100% FDI or in partnership with a local partner. This will allow UK HEIs to recruit students in India and offer flexibility to study part of the degree in UK or in India. Credits earned in both countries will contribute towards awarding a degree. This will ensure students have higher job opportunities. Legislation will be soon be submitted to this effect.

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CHAPTER 7

CHINESE EDUCATION SYSTEM

INTRODUCTION

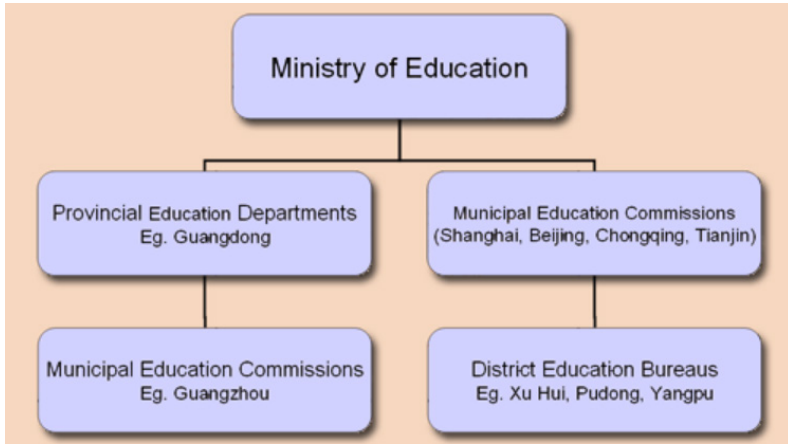
The system has gone through major reforms and influences from the Western and Society Union education model, but during the 1980s was established towards a more improved, autonomous and Westernized model. The Chinese education system is the second most popular in the world and most popular study education destination in Asia for international students. Pre-school education is an important component of education cause in China. In urban areas, it is mainly kindergartens of 3 years, two years or one year which could be full time part-time, boarding or hour-reckoned. Since the promulgation of the “Compulsory Education Law of the People’s Republic of China” in 1986, the 9-year compulsory education has been implemented by governments at various levels and made significant progress. Higher education in China has played an important role in the economic construction, science progress and social development by bringing up large scale of

advanced talents and experts for the construction of socialist modernization. China has a consistent teacher development system. Teaching has historically been and remains today a highly respected profession in China. Teachers have strong preparation in their subject matter and prospective teachers spend a great deal of time observing the classrooms of experienced teachers, often in schools attached to their universities. Once teachers are employed in school, there is a system of induction and continuous professional development in which groups of teachers work together with master teachers on lesson plans and improvement.



7.1 STRUCTURE OF THE CHINESE EDUCATION SYSTEM

In China, the education is divided into three categories: basic education, higher education, and adult education. By law, each child must have nine years of compulsory education from primary school (six years) to junior secondary education (three years).



7.1.1 Basic Education

Basic education in China includes pre-school education (usually three years), primary education (six years, usually starting at the age of six) and secondary education (six years).

Secondary education has two routes: academic secondary education and specialized/vocational/technical secondary education. Academic secondary education consists of junior (three years) and senior middle schools (three years). Junior middle school graduates wishing to continue their education take a locally administered entrance exam, on the basis of which they will have the option of i) continuing in an academic senior middle school; or ii) entering a vocational middle school (or leave school at this point) to receive two to four years of training. Senior middle school graduates wishing to go to universities must take National Higher Education Entrance Exam (Gao Kao). According to the Chinese Ministry of Education, in June 2015, 9.42 million students took the exam.



7.1.2 Higher Education

Higher education is further divided into two categories: 1) universities that offer four-year or five-year undergraduate degrees to award academic degree qualifications; and 2) colleges that offer three-year diploma or certificate courses on both academic and vocational subjects. Postgraduate and doctoral programmes are only offered at universities.



7.1.3 Adult Education

The adult education ranges from primary education to higher education. For example, adult primary education includes Workers' Primary Schools, Peasants' Primary Schools in an effort to raise literacy level in remote areas; adult secondary education includes specialized secondary schools for adults; and adult higher education includes traditional radio/TV universities (now online), most of which offer certificates/diplomas but a few offer regular undergraduate degrees.



Term times and school hours

The academic year is divided into two terms for all the educational institutions: February to mid-July (six weeks summer vocation) and September to mid/late-January (four weeks winter vocation). There are no half-terms.

Most schools start from early morning (about 7:30am) to early evening (about 6pm) with 2 hours lunch break. Many schools have evening self-study classes running from 7pm-9pm so students can finish their homework and prepare for endless tests. If schools do

not run self-study evening classes, students still have to do their homework at home, usually up to 10pm. On average, a primary school pupils spend about seven to eight hours at school whilst a secondary school student spends about twelve to fourteen hours at school if including lunch time and evening classes. Due to fierce competitiveness to get into good universities, the pressure to do well for Gao Kao is intense. Many schools hold extra morning classes in science and math for three to four hours on Saturdays. If schools do not have Saturday morning classes, most parents would send their children to expensive cramming school at weekends or organize one-to-one private tuition for their children over the weekend.

7.2 TYPES OF EDUCATION SYSTEM IN CHINA

In China, the education is divided into three categories: basic education, higher education, and adult education. By law, each child must have nine years of compulsory education from primary school (six years) to junior secondary education (three years).

	Education	School/Level	Grades	Age	Years	Notes
	Primary	Primary School	1-6	6-12	6	Primary education lasts 6 years and it is intended for children aged 6-12.
	Secondary	Junior (Lower) Secondary School	7-9	12-15	3	Also known as <i>chuzhong</i> (初中) in China.
	Secondary	Senior (Upper) Secondary School	10-12	15-18	3	After the completion of junior (lower) middle school, students can choose to enter either general (academic) senior secondary school or vocational senior secondary school. Vocational senior secondary programs last 3 or 4 years. Senior secondary school is known as (<i>gaozhong</i> 高中) and vocational senior secondary school is known as (<i>zhongzhuan</i> 中专) in China.
	Post-secondary	Short Cycle (Zhuanke)	13-14	18-20	2-3	

	Tertiary	Bachelor's Degrees	13–16	18–22	4	Awarded upon completion of programs requiring 4 to 5 years of study, depending on the field of study. Also known as (xueshi xuewei 学士学位) in China.
	Tertiary	Master's Degrees	17–18	22–24	2–3	Awarded upon completion of programs requiring 2 to 3 years of education, depending on the major field of study. Candidates may not be older than 35 years of age. Also known as (shuoshi xuewei 硕士学位) in China.
	Tertiary	Doctoral Degrees	19–21	24–27	3	The completion of a master's degree is required for admission to a doctoral program. Doctoral programs take 3 to 5 years to complete. It is also possible to take a combined master's/doctoral program in which students are directly admitted to the doctoral programs upon completing the master's program. Students are not awarded a master's degree in the combined program and are awarded with a doctoral degree at the end of the program. This type of combined program is known as (shuobo liandu 硕博连读) in China.



7.2.1 Primary Education

In China, primary school education is compulsory and it lasts 6 years. Children start schools at age six (seven in some areas). The language of instruction is Mandarin Chinese with the exception of

the primary schools that mainly admit ethnic minority students. A typical school year is comprised of two semesters and runs from the month of September to July. Students attend classes five days a week and primary school education currently includes nine compulsory courses, which include Chinese, Mathematics, Social Studies, Nature, Physical Education, Ideology and Morality, Music, Fine Art, and Labor Studies. Foreign Language is normally offered as an elective course. In order to graduate, all students are required to pass graduation examinations in the subjects of Chinese and Mathematics. The examinations are normally designed and administered by schools with guidance from local educational authorities. Students move on to 3-year junior (lower) secondary schools (chuzhong 初中) after graduating from primary schools.



7.2.2 Middle Education

Junior (lower) secondary education lasts three years following the completion of primary school. In order for students to obtain a certificate of graduation, students are required to pass graduation examinations and meet minimum physical education standards. The graduation examinations are designed and administered by individual schools according to guidelines set by the provincial educational bureaus or by local educational authorities. Students

are typically examined in the following subjects for graduation: Chinese, Mathematics, Chemistry, Physics, Foreign Language, and Politics. Completion of junior (lower) secondary education also marks the end of a 9-year (6+3) compulsory education program.



7.2.3 Secondary Education

After the completion of junior (lower) secondary school, students can choose to enter either general (academic) senior secondary school or vocational senior secondary school. General (academic) senior secondary school lasts 3 years and vocational senior secondary school lasts 3 or 4 years. Senior secondary school is known as (gaozhong 高中) and vocational senior secondary school is known as (zhongzhuan 中专) in China. Students wishing to continue their study in the general (academic) track must pass the entrance examinations for general senior secondary schools, which is also known as (zhongkao 中考) in China. Designed and administered by provincial educational authorities, the entrance examination includes the same subjects as the junior secondary graduation examination. At the end of their final school year, graduates of senior secondary schools seeking admission to post-secondary education are required to take the National Higher Education Entrance Examination, also called National College Entrance Examination (NCEE), commonly known as (gaokao 高考) in China.



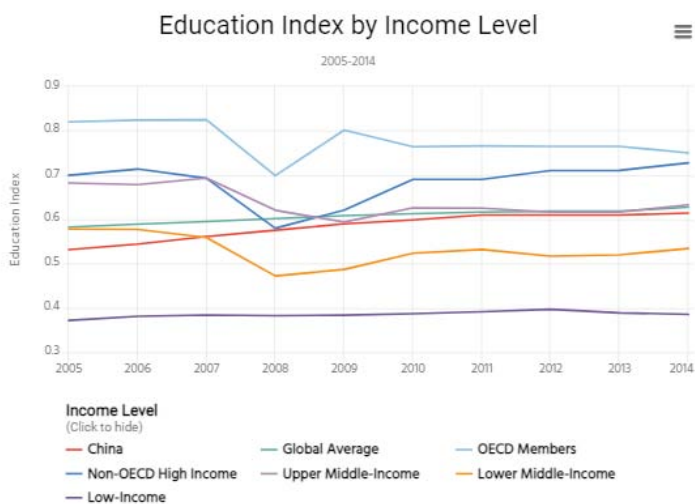
In an effort to promote sustainable development, Chinese leaders have sought to improve educational quality and increase access across the country. The most notable government policy, the 1986 Law on Nine-Year Compulsory Education, called for achievement of the ‘two basics’ (*liangji*): universal enrollment among school-aged children (6-15 years) and full literacy among those under the age of 20. Other measures have centered on revising the national curriculum and enhancing teacher training programs.

Yet educational access remains uneven in China. Students born into affluent families generally have greater access to high-quality education than those from lower income backgrounds. Data from the National Bureau of Statistics suggest that urban residents in China enjoy a nearly threefold income advantage over their rural counterparts. The household registration system (*hukou*) has further widened this development gap by restricting the internal movement of persons. Education-finance policies requiring local governments to bear partial responsibility for funding schools have compounded this issue, leaving less affluent areas without sufficient resources to pay skilled teachers, purchase necessary instruction materials, and maintain school facilities.

Literacy is a baseline indicator of educational access. High levels of literacy serve as the foundation for improved access to information and directly enhance an individual’s ability to

contribute to society. As of 2011, China had all but eliminated illiteracy among young and middle-aged citizens – a landmark achievement for a country with the world’s largest population. Nevertheless, provincial variations reveal the incomplete nature of China’s ongoing development. Wealthy cities, such as Beijing and Shanghai, reported 2014 literacy rates (98.52 percent and 96.85 percent) comparable with those of developed countries. At the other extreme, Tibet’s literacy rate was a mere 60.07 percent in same year, pegging it closer to under-developed countries like Haiti and Zambia.

Regional variations in educational access become more evident when considering the average length of schooling per student. To assess the role education plays in evaluating economic development and quality of life, the United Nations calculates the Education Index (EI) as part of its annually released Human Development Index (HDI). EI is calculated from mean and expected years of schooling and ranges from 0 (no educational attainment) to 1 (theoretically perfect educational attainment). EI values vary widely across China. In 2014, Beijing enjoyed a high EI of 0.854, which closely matches that of Iceland (0.853), an OECD country that ranks sixth on the Human Development Index. EI is lowest in Tibet, whose value of 0.45, when compared to EI values from around the world, places it in the bottom 20 percent.



Urbanization has exaggerated regional differences in educational access. The movement of people from rural to urban areas within China in search of employment opportunities and higher wages is among the largest internal migrations in human history. Migration from rural areas has forced the closure of village schools, contributing to the decrease in Chinese primary schools from 668,685 in 1995 to 201,377 in 2014. Rural migrants have flooded the labor market in urban centers, including Beijing and Shanghai, such that migrant laborers comprise roughly one-third of China's total labor force. These population shifts have contributed to overcrowded classrooms, which may come under even greater strain as the number of children of migrant workers residing in China's biggest cities is expected to increase by 1.5 million annually.

More developed regions have managed to offset much of this demographic shift. Some of China's most densely populated areas compare favorably with cities in the United States in terms of student-teacher ratios. The average number of students per teacher in primary and secondary schools in Beijing and Shanghai is 15:1 and 14:1, respectively. By comparison, New York City and Los Angeles have elementary and secondary school student-teacher ratios of 15:1 and 21:1, respectively. Chinese classrooms also have fewer students per teacher than the global average at both the primary and secondary level.

Less economically developed regions often suffer from the migration of qualified teachers to more developed parts of the country and lack adequate funds to hire and properly train instructors. Despite generally lower population density levels than urban areas, limited economic resources manifest in fewer, less-qualified teachers per student. Guangxi province, for instance, has primary and secondary student-teacher ratios of 20:1 and 24:1. These patterns are mirrored in less developed regions around the world. According to a 2013 United Nations report, adolescents residing in rural areas of developing countries are less likely to have access to institutions with favorable student-teacher ratios. In India, insufficient funding has resulted in national

primary and secondary student-teacher ratios of at 29:1 and 34:1, respectively.

Highest and Lowest Provincial Incomes in China
(2015)

Rank	Province	GDP per Capita (nominal US\$)	PPP (Int'l. \$)	Population Density (per sq. km)
1	Tianjin	17,334	30,611	1,086
2	Beijing	17,064	30,136	1,195
3	Shanghai	16,560	29,245	3,630
Median	–	6,899	12,183	267
29	Guizhou	4,792	8,463	197
30	Yunnan	4,658	8,227	117
31	Gansu	4,201	7,419	60

In order to address these imbalances, the central government has implemented policies to realign education funding. The National Plan for Medium- and Long-term Education Reform and Development (2010-2020) set ambitious achievement targets for primary and secondary education. The plan emphasizes the need to boost scientific and technological innovation by developing China's human-resource base. Stated goals include universalizing preschool education and improving the nine-year compulsory education system through the "rational allocation" of resources and provision of "special support" to the less fortunate.

Local governments are also taking action to tackle disparities in education access. Shenzhen has waived school fees and Shanghai has offered legal status and funding for migrant children. The Ministry of Education has vowed to crack down on arbitrary fees, which allow some families to send their children to better schools outside the student's home province. Additionally, the Chinese government passed the Compulsory Education Law in 2006 to galvanize local reform, prompting cities such as Wuhan to develop policies that allow migrant children living in urban areas to attend local schools without the requisite urban hukou.



7.2.4 Vocational Education

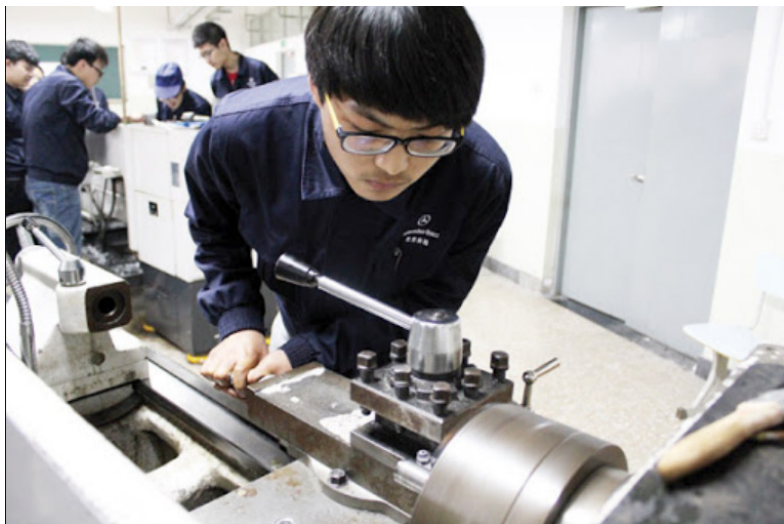
Vocational education programs are offered at both the secondary and post-secondary levels. Vocational senior secondary schools provide subject and occupation specific education and training. Vocational senior secondary education is highly employment oriented and graduates normally enter the workforce. However, it does offer some access to further education, particularly in the technical/vocational specialties. Since the year 2000, the Ministry of Education (MOE) has allowed graduates of vocational secondary schools to take the NCEE and be admitted into higher education programs.

Higher technical/vocational education is available at the *zhuanke* (专科) level, which require two or three years of full-time post-secondary study. It is possible for graduates of higher vocational education programs at the *zhuanke* level to obtain a “*benke* 本科” degree (Bachelor’s degree) certificate through an upgrading program, but in a limited number of fields. Vocational higher education institutions are currently administered at the provincial level.



7.2.5 Tertiary Education

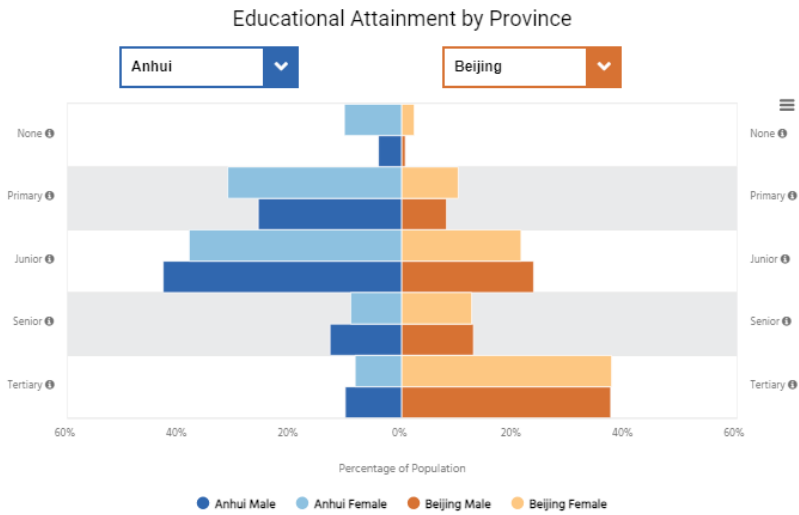
Higher education is provided by institutions of various types including general and technical universities, specialized institutions, professional universities, military institutions, medical schools and colleges, independent colleges, and adult higher education institutions of various types. Entry to university depends primarily on how well the students perform in the entrance examinations. Students with outstanding academic performance in their secondary schools can also possibly be granted an exemption from the entrance examination and be recommended directly to the University of their Choice through a method called (baosong 保送). In addition, some private institutions are exempted from the NCEE (gaokao) and accept all students who can afford the tuition fees. Prestigious universities (key institutions) maintain higher admission standards, and therefore require higher NCEE (gaokao) scores than other institutions. Entry to higher education in China is highly competitive.



Tertiary education, generally understood as post-secondary school learning supported by universities, technical training institutes, community colleges, and research laboratories, is essential to a country's competitiveness in an increasingly innovation-driven global economy. Over the last decade, China has made considerable strides in advancing tertiary education, with the number of institutions more than doubling and government expenditures increasing from \$52.66 billion in 2003 to \$311 billion in 2014. The 211 Project and 985 Project, initiatives designed to raise research standards and cultivate *rencai* (people with talent), further demonstrate the effort Chinese leaders are making to modernize the country's education system.

At present, however, the quality of Chinese universities lags behind that of other countries. The Times Higher Education World University Rankings 2016-2017, a widely respected London-based university measure, includes only two Chinese institutions among the top 100 universities worldwide. Peking and Qinghua universities place 29th and 25th respectively, among the 978 tertiary institutions featured in the world ranking. By comparison, the study found that the United States is home to fifteen of the top twenty universities in the world. University rankings released by Shanghai Ranking Consultancy also reflect this division. Qinghua and Peking universities rank 58th and 71st in the consultancy's

global comparison. China's 3rd and 4th nationally-ranked universities, Zhejiang and Fudan, fail to make the top 100.



China's top universities are highly selective. Peking University does not publicize its admission rates, but applicants from Beijing are believed to have a 0.5 percent chance of acceptance, which is up to 40 times higher than applicants from elsewhere in the country. When compared globally, Peking University's low admission rate reveals the exceptionally competitive nature of tertiary education in China. Two of the world's most well-regarded higher education institutions in the United States, Harvard University and Stanford University, have admission rates around 5 percent. In the United Kingdom, the University of Oxford and the University of Cambridge have acceptance rates over 17 percent.

The structure of the national admissions process further compounds this disparity. College hopefuls are bound by their *hukou* (household registration) and performance on the *gaokao*, China's National Higher Education Entrance Examination. Every year, universities set quotas for how many applicants may be admitted from each province. Institutions allocate the highest number of spots to applicants from the institution's home province, and typically preferential treatment is given to urban residents from elsewhere for the remaining

spots. Consequently, students from rural or lower-income Chinese provinces must often score significantly higher on the *gaokao* than their counterparts with urban *hukou* in order to be admitted into the same institution.

Chinese universities are generally understood to be divided into four tiers, with Tier 1 encompassing universities designated to receive substantial central government funding to develop China as a world-class research center. The cutoff *gaokao* scores (*fenshuxian*) required for admission into each tier are determined annually, but a student's chances for acceptance usually depend on the difficulty of the *gaokao*, university quotas, academic interests, and their *hukou*. A high number of Tier-1 institutions are concentrated in wealthy municipalities and provinces, which earmarks them for more government funding than their lower-ranking counterparts. Specifically, five of the top ten universities in China are located in Beijing and Shanghai.

Tertiary enrollment rates further reflect China's stark urban-rural education divide. On the national level, just over a quarter of the country's college-age population is enrolled in a tertiary institution. Shanghai, one of China's wealthiest municipality, boasts an enrollment rate of 70 percent, while provinces like Guangxi suffer from enrollment rates below 20 percent. A similar trend surfaces when comparing countries across the globe. Highly developed countries in North America and Western Europe have tertiary enrollment rates averaging around 75 percent. Conversely, in developing regions in Central Asia, just over a quarter of the population attains tertiary education.

Many of those who attend Chinese universities pursue degrees in science and engineering fields. According to the 2016 Science and Engineering Indicators Report, China and India supply almost half of (46.4 percent) the global 6.4 million Science and Engineering (S&E) bachelor's degrees. The two countries are projected to collectively account for two-thirds of the increase in global S&E graduates through 2030. By comparison, the European Union and United States supplied 11.5 percent and 9.2 percent, respectively, of the global share of S&E graduates.

Undergraduate University Degrees Awarded

Year	China	United States	European Union*
2000	495,624	1,254,618	1,077,459
2005	1,465,786	1,456,401	1,264,903
2010	2,590,538	1,668,227	N/A

This outpouring of S&E graduates may present its own problems for China as it seeks to transition to a consumer-driven economy. A Qinghua and Fudan University joint study observed a gap between China's supply and its need for highly skilled labor. Specifically, western provinces have skills shortages in fields such as research and development and capital operation, and eastern provinces lack skilled technical workers. Moreover, high-skilled workers often seek opportunities in the same cities, which can lead to an excess of job hunters in a particular market. In 2013, the tertiary education system supplied more highly-skilled workers than the economy demanded, resulting in a new-graduate unemployment rate more than three times higher than the national average. Educational attainment outstripping market demands is not unique to China. In South Korea, recent graduates face a highly competitive job market with scarce employment opportunities, forcing some students to linger at university.

Cultivating a highly-skilled domestic labor force is crucial as China endeavors to transition to an innovation-based economy. As outlined in the National Medium- and Long-term Talent Development Plan (2010-2020), the central government has vowed to improve coordination between tertiary education and demands in the labor market. Furthermore, it aims to establish higher-education research bases in central and western provinces, increase spending on human resources from 10.75 to 15 percent of GDP, and raise the national tertiary enrollment rate to 40 percent by 2020. Effective implementation of the Talent Development Plan may prove critical as Chinese leaders seek to facilitate the country's

economic shift from a manufacturing power to global innovator.



7.3 FACTS ABOUT EDUCATION IN CHINA

The Chinese education system is divided into three years of kindergarten, five or six years of primary school, and three to six years of middle school, often followed by several years of higher education. Primary school education as well as the first three years of middle school are mandatory and are mostly funded by the government. However, schools still may charge minimal fees (about 300 CNY) for each semester and add charges for food or extra-curricular activities as well.



Chinese School System Ages

Pre-Primary Education	2 to 6-7
Primary Education*	6-7 to 12
Junior Middle School*	12 to 15
Senior Middle School	15 to 18

School Hours

Children attend school five days a week. The school hours depend on the grade and the area, but, usually, kids start their days at 7:30 or 8:00 and finish at about 17:00. The school year in China typically starts in September and ends in late June or July.

7.3.1 Grading System in China

High schools, colleges, and universities in China usually have their own grading system that follows either five (A, B, C, D, and F) or four (A, B, C, and F) scale standard classifications:

A	100 – 85%	Excellent
B	84 – 75%	Good
C	74 – 61%	Average
D	60%	Pass
F	59%>	Fail

The main difference between public and private education in China is that private schools tend to use bilingual teaching. Still,

whether you decide to send your child to a state school or an international school, you should get ready for a very competitive admission process, an ambitious education system in general, and tuition fees that might seriously impact your cost of living.

7.3.2 Daycare and Kindergarten

Childcare in China is considered an essential part of a child's overall education. Thus, pre-primary education (nurseries, kindergartens, and pre-schools) already offer various educational and training classes which are designed to give the little ones a head start and prepare them for a successful academic future. For some children, the pressure is just a little too much though.



Is Kindergarten or Daycare Mandatory in China?

As pre-primary education is not mandatory, every nursery, kindergarten, and pre-school will require you to pay tuition fees. In some cases, if the center has a very good reputation, the cost for the school can be rather high, in other cases, if the center is run by your own employer, for instance, it can be on the lower end. The difference can be quite significant, and you should keep an eye on your overall cost of living in China before sending your toddler to the best pre-school in town. Moreover, some childcare facilities might charge an additional fee for foreigners. The Chinese are

ready to invest a lot of money in their child's education, which is why spots in popular pre-schools fill up quickly. Thus, even if you do have the money to afford a kindergarten with a very good reputation, you should make sure to enroll your child as early as possible.



What is Kindergarten, Preschool, or Daycare like in China?

The educational approach in Chinese kindergartens might be very different as well. Teachers are a lot more strict, and discipline is highly valued (more so than creative expression). Parents from Western countries may be shocked by this or even perceive these methods as cruel. Also note, that kindergarten is the time when ideological education is introduced to the curricula.

It makes sense to communicate with the school beforehand, learn all about their teaching methods and let them know what is acceptable to you and what is not. If you are worried that your child might not adjust well to the new situation, finding a kindergarten that does not follow a typical Chinese teaching style might be the best option.



Nannies (Ayi)

Many families choose to hire an *ayi* (literally “auntie”) to take care of their children. An *ayi* can also help with the household chores on a part-time basis or as live-in help.

If you’re thinking about hiring an *ayi*, make sure to talk to their last employer and ask detailed questions. You should also ask to see their ID and maybe run a background check on them.



Pre-Primary Education

Pre-primary education is available for children from the age of two onwards. It serves two functions: early education and childcare. The various institutions offering pre-primary education aim to foster children's intellectual, physical, artistic, and moral development.



At what age do kids start kindergarten?	
Nursery	2-3 years old
Lower (junior) Kindergarten	3-4 years old
Upper (senior) Kindergarten	4-5 years old
Pre-School	5-6 years old

In the big expat centers, you will have no problem finding an international or bilingual kindergarten for your child. Some of them will gladly admit children who are under two years old. They may also be more relaxed and liberal than other kindergartens.

In China, it is common for two-year-old children to already be potty-trained. If your toddler is still wearing diapers, you should talk to their pre-school teacher about it, to make sure they are aware of it.

When it comes to best primary and secondary schools in China, the global community tends to attribute those titles to the international schools of the country. That is mostly because the curriculum in Chinese schools differs from the typical Western standards. Strict rules, the emphasis of discipline, endless homework and tests, and constant pressure from peers and teachers – that seems to be the daily life of a Chinese student.



Primary (Elementary) Schools in China

At the age of seven or six, children begin primary school education. All in all, 60% of the allocated time of instruction is dedicated to Chinese and math, also called “The Big Two”. Additionally, children are instructed in music, art, morals and society, and nature, and also take practical work classes.

Some schools also start to teach foreign languages towards the end of primary school and add extra-curricular activities to the mix. In fact, the competitiveness of the educational system in China starts very early on so parents often sign their kids up to a variety of extra-curricular activities in order for them to have better prospects in the future.

Usually, the school year starts in September and last about 9 months. Summer vacation is in July and August while the winter holiday is around January or February. The school days usually last a whole day (from around 8:00 until 17:00) with 45-minutes-long classes, with a little more flexible schedules in more rural areas. In China’s metropolises, where lunch breaks are shorter, kids might finish school around 15:00 as well.



Primary education lasts five years in most of the country, except for the major cities like Beijing or Shanghai, where a six-year-long primary school system is more common. There, children start school at the age of six, while in the rest of the country they don't attend schools until they're seven. After completing primary education, the students have to take mandatory exams that test their knowledge of Chinese and math.

Middle School in China

Between the ages of 12 and 18, children attend middle school in China. Public schools are often divided into junior middle schools (secondary school equivalent) and senior middle schools (high school equivalent), each of them three-years-long.



After completing junior middle school students can choose whether they want to attend a regular senior middle school, a vocational school, or a professional school. And while the school costs for junior middle school are usually minimal, the fees for later education increases significantly.



For many students, being able to afford higher education is not the only challenge they're facing. Wherever they choose to continue their education, students have to take *Zhongkao*— senior high school entrance examination. Then, according to their score,

they are able to choose the next educational institution they wish to apply to. Usually, there's not much competition at this stage, unless a student decides to apply for more prestigious schools of the country.

Gaokao: The Toughest High School Graduation Exam

The main goal of most senior middle schools or high schools is to prepare their students for higher education. In fact, the quality of a high school is often measured by the number of students they send off to college. This has a lot to do with the limited number of spots at China's universities and the high number of applicants.

Thus, it is not surprising that secondary school students are under a lot of pressure. Aside from their regular workload, they also have to prepare for the Gaokao, the National Higher Education Entrance Examination, which is the basis for recruiting students for institutions of higher education.

This nine-hour exam taken in three days is very challenging and only 40% of students pass it the first time. The exam tests the students' skills and knowledge in Chinese, math, a foreign language, and a few other optional subjects. According to their results, they will then be admitted to top universities, regular universities, or institutions which operate on a provincial level.



International Schools

China has a wide range of best international schools with an excellent reputation, mostly in urban centers such as Shanghai, Beijing, and other popular expat destinations in China. Expats can choose from different curricula such as British or American schooling system, or, in rare cases, German, French, or other national school programs. On top of that, many international schools in China offer the International Baccalaureate (IB). This is a good choice for expats who move their children around a lot or who value an international atmosphere.

If you move to a smaller town, not all of these options might be available to you. But no matter which type of curriculum you decide on, you need to keep the financial aspects in mind. After all, international schools in China are rather expensive, with tuition easily reaching up to 18,000 CNY per month or more. Some expats are able to negotiate their children's schooling provisions as part of their expat packages, but not everyone is so lucky.



Prepare for Waiting Lists

Even though the tuition fees for international schools in China is high and makes up a big part of your cost of living, both

international and Chinese students are flocking to these schools.

And even though the number of international schools in mainland China is on the rise, the demand is so high that the spots fill up quickly and many schools have their own set of requirements as well as long waiting lists. Hence, try to apply for a spot as early as possible and provide your child's transcripts, health records, and, if necessary, recommendations. Keep in mind that an entrance exam and a personal interview might be part of the admission process.

Higher Education

Students in China can choose between a great variety of the best universities in the country that offer various degree programs such as bachelor's, master's and doctoral degrees, as well as non-degree programs. Foreign students are welcome to enter all institutions of higher education in China.

Since the mid-1980s, higher education in China is no longer funded by the state, which is why the competition for scholarships is high. Thus, international students have to prove themselves in this competitive environment, especially because more and more foreigners are enrolling at Chinese universities.



Students spend two or three years on an undergraduate level pro-

gram if they attend a junior college (also known as short-cycle College). Other regular universities, however, usually offer three-year and four-year programs on the undergraduate level. Many also offer graduate programs leading to masters or doctoral degrees.

Aside from the usual undergraduate and graduate programs, scientific research is also an essential part of Chinese higher education. Various key laboratories, open research labs, and engineer research centers have been established by Chinese universities, and function as a driving force behind innovative new science and technology.

How to Get into a Chinese University

Higher education admission requirements can, of course, vary depending on the university you plan on applying to. Some universities only allow attendance if the visiting students pass a standardized Chinese language proficiency exam HSK (*Hanyu shuiping kaoshi*) or their own equivalent of it.

Moreover, every program might have its own requirements. Some of the documents you might need to submit include a completed application form, certified copies of your diploma in English or Chinese, certified copies of your official transcripts, and a photocopy of your valid passport. Often an entrance examination and an interview will be conducted as well. Please inquire with the University of your Choice regarding the exact admission requirements, application deadlines, and visa requirements.

How much does it cost to study in China for an international student? (CNY)		
University	Undergraduate (Bachelors)	Postgraduate (Masters)
Peking University	26,000 – 30,000	29,000 – 95,000
Fudan University	23,000 – 75,000	8,000 – 134,900
Zhejiang University	20,000 – 48,000	25,000 – 99,000
Tsinghua University	24,000 – 40,000	30,000 – 238,000
University of Science and Technology in China	23,300	31,600 – 37,600

Most universities will charge you an admission fee that might cost you from 600 to 1,400 CNY, depending on the university of your choosing. Submitting your application to more prestigious higher education schools usually means you will have to spend more. University rankings might also help you decide which higher education institution is right for you. The most prestigious universities belong to C9 League that is an equivalent to Ivy League in the US.

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Education Systems Around the World

Education as a sphere of integration of states usually does not enjoy the attention of the researchers. At the same time, it is obvious that the unification of the educational programs and standards is the strategic basis for the junction of states. Education based on common principles contributes to the emergence of a unified terminology, techniques, ways, and styles of thinking in different states. Every nation in the world is equipped with some form of education system, though those systems vary greatly. The major factors that affect education systems are the resources and money that are utilized to support those systems in different nations. As you might expect, a country's wealth has much to do with the amount of money spent on education. Countries that do not have such basic amenities as running water are unable to support robust education systems or, in many cases, any formal schooling at all. The result of this worldwide educational inequality is a social concern for many countries, including the United States. The concepts around internationalization are diverse, and they represent different understanding perspectives of the social and formative space. These concepts are permeated by individual, collective, and block interests that tend to strengthen certain visions of the world and society.

This book explores current systems of education in various countries and assesses their effectiveness. In the academic field, a place of dispute and contradiction, these visions about what is the internationalization of higher education and its impacts are, very often, focus of problematization and lively discussions. Therefore, it is important to understand that the discussion around the internationalization of higher education occurs inside the discussion of the own concept of globalization. In the last years of the twentieth century, in educational scope, the word globalization was being gradually replaced by the idea of internationalization, since the first notion is seen in the formative space as negative and conflicting. Informative and thought-provoking, this book is a useful reference for students, educators, and general readers on high-performing education systems.

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