Abstract
India and Germany are two important countries in modern era as far as education is concerned. India is the largest democracy in the world. India is a developing country, a vast country with many religions, multi-dimensional diversities in political, social and economic factors. On the other hand, Germany has the world's fourth-largest economy by nominal GDP (Gross Domestic Product). Germany is a developed country. In this paper, a comparison of objectives and curricula of secondary education system have been carried out between India and Germany. The data were collected through internet from different research reports, journals and research papers and various websites of secondary educational department of India and Germany. The data were analyzed critically with logical approach considering various factors related with objectives and curriculum of secondary education. The study revealed that as far as objectives of secondary education was concerned, there were much similarity between India and Germany. But in case of curriculum, significant differences were observed in religious education, language studies, and professional work at secondary level.

1. Introduction
Secondary education is the stage of education following the basic primary education. Except in countries where only primary education is compulsory, secondary education is the final stage of compulsory education and in many other countries, the secondary education is entirely compulsory. The world economy is changing very fast as knowledge becomes a key source of wealth and
happiness. As knowledge becomes more important in international context, so, too does the secondary education. An international task force on secondary education in developing countries suggests that expanding educational opportunities can lead to income growth, expanding choices and increasingly relevant important skills that can help promote development. It can be said that secondary education is a gateway to the opportunities and benefits of economic and social development. Quality secondary education is very much essential in creating a bright future for individuals and nations alike. Hence, secondary education is crucial for economic growth as well as national growth. Also, investment in secondary education yields considerable social and individual returns, offering young people the chance to acquire attitudes and skills that are unlikely to be developed in the primary grades.

India is the seventh-largest country by area, the second-most populous country with over 1.2 billion people, and the largest democracy in the world. India is a developing country. India is vast country with many religions, multi-dimensional diversities in political, social and economical factors. There are many areas where India’s secondary education system faces difficulties and problems. In recent years, in India, the stakeholders of education continue to debate the nature and functions of secondary education; the need for its development has become apparent with the changing context of schooling.

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

The objectives and curriculum of education is very much essential for any stage of education for any country because these are the bases of an education system. So it is very much important to study the objectives and curriculum of secondary education of a certain country when one is going to compare secondary education system between two countries. The most common goals of comparative study are to become better informed about the educational system of other countries, to become better informed about the ways in which people in other cultures have carried out certain social functions by means of education, to develop criteria for assessing contemporary development, to better understand the educational forms and systems operating in one’s own country, to assist in development of educational institutions and practices, to establish generalized statements about education that are valid in more than one country. National Institute for Educational Research (1999) studied about the curriculum structure at the lower secondary level and the upper secondary level in different countries. Analysis of the curriculum structure at the lower secondary level showed that foreign language subjects, national language and mathematics courses were offered by almost all countries including India and Germany. Germany offers a third language either on a compulsory or optional basis as in case of India also.

From the above discussion, it is quite clear that the comparative study of objectives and curriculum of secondary education between India and Germany is very much important.

2. Objectives Of The Study

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

3. Methodology & Data Analysis
The study adopted analytical survey method since it aims to compare the objectives and curriculum of secondary education between India and Germany. The data was collected through internet from different research reports, journals and research papers and various websites of secondary educational department of India and Germany. The data was analyzed critically with logical approach considering various factors related with objectives and curriculum of secondary education and also by critical analysis on secondary education system of India and Germany.

4. Result And Discussion

4.1: Objectives Of Secondary Education:: GERMANY
4.1.1 General Objectives – Lower Secondary Education
The organization of lower secondary level schools and their educational courses is based on the principle of basic general education, individual specialization and encouraging pupils according to their abilities. According to an agreement reached in December 1993, amended in June 2006 by the Standing Conference of the Ministers of Education and Cultural Affairs of the states concerning the types of schools and courses of education, the schools tried to achieve these goals by-

- enhancing the overall intellectual, emotional and physical development of students, teaching them to be independent person and bear their share of personal, social and political responsibility;
- providing appropriate instructions based on the academic knowledge that takes the pupils’ age-related conceptual faculties into account in its organization and in the demands made on them;
- gradually enhancing the degree of specialization keeping in view with each pupil’s abilities and inclinations;
- maintaining an open system that allows transfer facility from one type of school to the other after an orientation stage.

4.1.2. General Objectives – Upper Secondary Education
The education provided at general secondary schools within the upper secondary level leads to a higher education entrance qualification. The aim of learning and work within the upper level of the Gymnasium is to obtain the Allgemeine Hochschulreife, which entitles the student to a place in higher education and also enables them to commence a course of vocational training. The instruction at the upper secondary schools provides an in-depth general education, general capability for academic study and the knowledge of scientific work. Particularly importance are given in-depth knowledge, skills and competences in the subjects German, foreign language and mathematics. On the other hand, the education provided at the vocational schools within the upper secondary level of schools lead to a vocational qualification for skilled work. The functions related to the education of the Berufsschule (vocational school) is to provide basic and specialized vocational education and at the same time to expand the knowledge of the previously acquired general education.

4.2 General Objectives of The Secondary Education: INDIA
The Secondary Education Commission (1952-53) has explicitly formulated social as well as national aims of education. According to Secondary Education Commission, the objectives of secondary education of India are-
A. Development of Democratic Citizenship
The absolute success of a well-constructed democracy depends largely upon the people's awareness in respect to their every rights and duties and the extent to which people fulfill their responsibilities. The students can understand relevant social, economic and political issues, and reflect on the possibility of solving such problems. The objectives of the secondary education should be such that they can enhance the democratic sense of the students for their nation.

B. Development of Vocational Skill
The Secondary Education Commission has pointed out that another aim of secondary education-to develop some vocational skills for the students. No nation can progress in the absence of economic growth. And for sustained economic growth, the nation should encourage the students to achieve vocational skills so that they can be part of the labour force for their country.

The first duty of the state is to provide a system and means of education which imparts some vocational and professional skills to the students so that they can earn for their daily life at the same time as they contribute to the nation's economic growth. Every child should be given the right to choose a profession of their own choices, and he should be given the opportunity to acquire the highest level of training, knowledge and proper education in this profession.

C. Development of Personality
Education should aim at the development of all aspects of the students' personality through various kinds of training and proper education in this respect. Keeping this in view, most secondary schools now provide many kinds of extracurricular activities, which supplement all that are learned as part of curriculum. Secondary education should be concerned not merely with the general welfare of society but also with the self-realization and personal development of each student.

D. Developing Leadership
Education should aim at evolving leadership quality in the students, because without doing this, education cannot make any real contribution to democracy, for then it is leaving unfulfilled one of its important responsibilities. At the secondary level, attention should be focused on discovering the interests and abilities of every adolescent. Leadership is such a quality that makes a nation great. No nation can be developed without appropriate leaders and in this context, the secondary education should aim in fostering the quality of leadership in the students’ society to become great leader to serve the nation in future.

Discussion: So, from the above discussion, it was clear that there was no basic difference in the objectives of secondary education in case of India and Germany. Both the countries gave importance on development of democratic citizenship, development of vocational skill, development of personality and creating leadership quality of the pupil.

4.3: Curriculum Of Secondary Education
Curriculum policies in India and Germany have a wide variety of social, economic, political, and cultural contexts. While the degree of emphasis varies in each country, the following factors that influences the curriculum policy are the following-

- In Germany, there is strong progressive need to build social cohesion and national identity in respect to global society and to preserve cultural heritage. So Germany gives emphasis on these issues on preparing the curriculum of the secondary education.
On the other hand, India concerns for equal opportunity and equity in case of urban or rural, gender, income, disabilities religion caste etc. So India puts emphasis on the equality in everything to construct the national curriculum of the secondary education.

4.3.1 GERMANY

A. Subjects at lower secondary education

The core subjects in every type of school and course of education are German language, mathematics, the first foreign language, natural sciences (physics, chemistry and biology) and social sciences (history, geography). Music, art and sports are compulsory or elective subjects offered. A second foreign language is mandatory at Gymnasium in grades 7 to 10. In the course of the expansion of foreign language lessons in the primary sector, at the Gymnasium lessons in a second foreign language are often given from as early as grade 6. At other types of school, a second foreign language may be offered as an elective course. Religious education is subject to the respective regulations in each Land. An introduction to the professional and working world is a compulsory component of every course of education and is provided either in a special subject such as pre-vocational studies or as part of the material covered in other subjects.

B. Subjects at upper secondary level

At the upper secondary, the different states have different curricula. But the common subjects are listed here-

- languages, literature and the arts, (e.g. German, foreign languages, fine art, music)
- social sciences, (e.g. history, geography, philosophy, social studies/politics, economics)
- mathematics, natural sciences and technology (e.g. mathematics, physics, chemistry, biology, information technology)

4.3.2 INDIA

A. Subjects at lower and upper secondary level

India is a very diversified country in all respects. There are different states and every state has different boards at secondary level. That’s why there are different contents in curriculum at secondary level. But still, there is a common curriculum-

(a) Three Languages — the mother tongue/the regional language, modern Indian language and English

(b) Mathematics

(c) Science and Technology

(d) Social Sciences

(e) Work Education

(f) Art Education (fine arts: Visual and Performing)

Discussion: So from the above, it is evident that both in India and Germany, there are common subjects at secondary level. These are languages, literature and the arts, mathematics, natural sciences and technology, social sciences. But still there are some differences. In Germany, secondary students must learn about German language. Also they have to learn two foreign languages (but not mandatory every states). An introduction to the professional and working world is a compulsory component of every course of education at secondary level. In some states, at
secondary level, religious education is introduced. But in India, there is no such Indian language in secondary level. In different states, different languages are taught as a first language. Two foreign languages are not mandatory. Religious education has not been introduced at secondary level except in Madrasa. In India, professional work has not been introduced at the secondary level in any board. This is a significant difference.

4.4 Instructional Strategy

For effective transaction of the curriculum and achievement of objectives of the curriculum, appropriate instructional strategies should be incorporated in organizing activities for students and in providing learning activities. In India, variety of instructional strategies such as observation, collection of materials and information, demonstration and experimentation, project assignment, fieldwork and educational excursion and visits to museums, fairs and places of historical importance are used by different teachers. Playing games, participating in community singing, role playing, dramatization, discussion, debate, problem solving, discovery learning, creative writing, and supplementary reading may also form an important part of the total instructional strategies.

In Germany, based on the curricula, which also contains some guidance on teaching methods and techniques, the teachers adopt the responsibility for teaching in their classes, taking the background and aptitude of each student into consideration. The teachers use new multi-media and different telecommunications tools like internet etc in the classroom both as teaching aids and as the subject of teaching and learning. By utilizing new resources and methods and modern technologies, the teaching in German secondary schools appears to be easier and effective.

5. Conclusions

So, from the above discussion, it can be argued that there are some significant similarities and differences in objectives and curriculum of secondary education between India and Germany. In case of objectives of secondary education, there were much similarity between India and Germany. Both the countries put emphasis on the enhancement of the overall intellectual, emotional and physical development of students and teaching them to be independent person having democratic values and ideas as well as bearing personal, social and political responsibilities. But in case of curriculum, significant differences were observed in case of religious education, language studies, and professional work at secondary level. In India, no states made the professional work as compulsory at the end of the course of secondary level. But this is very much important because of increasing demand of labour market all over the world. Religious education is introduced in some states in Germany. But in India, secondary education is free from religious education except in case of Madrasa.

References


