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Title of Thesis: Education System in Selected Countries of Central Asia: Status and Prospect, with Special Reference to Indian Experience.

ABSTRACT

The study 'Education system in selected countries of Central Asia (Kazakhstan and Kyrgyzstan): Status and Prospects with special Reference to India, was conducted to ascertain if the education system of the two States meets the global expectations and desires of the main stakeholders i.e. the heads and teachers of schools and students.

Objectives of the Study

- To study the system of school education prevailing in the States of Kazakhstan and Kyrgyzstan.
- To study the achievements in the States of Kazakhstan and Kyrgyzstan in the sphere of school education on the lines of Global commitment.
- To study the problems faced by schools with respect to enrolment, attendance, dropout, achievement, infrastructure, school organization, curriculum, instructional material, medium of instruction and state funding in these states.
- To suggest strategies to improve the quality of achievement, infrastructure, school organization, curriculum, instructional material, medium of instruction and state funding in these states
- To assess the level of satisfaction of students with respect to enrolment, attendance, dropout, achievement, school organization, curriculum, instructional material, medium of instruction and state funding in those two countries.
- To have an overall view of the system of elementary school education of the two Central Asian States and that of India to find out whether the two states can draw inspiration and benefit from Indian experience.

Methodology

A descriptive method was used for the study. Qualitative research methodology was adopted. The required data was collected through primary and secondary source. The secondary source comprised of the government and international evaluation reports.

The interviews of teachers, principals and students coupled with classroom observations formed the primary source.

Sample

The sample included 20 schools, 10 from Kazakhstan and 10 from Kyrgyzstan, chosen at random.

Tools of the Study

Tools of study comprised Interview Schedules for teachers, principals and students and Classroom Observation Schedule.

Findings:

- (1) As regards global commitments, the two states have indeed provided education according to the Dakar Framework for Action to ensure total access, equity (removal of inequalities), and education of quality. Both of the states still need to meet global parameters on organisational set up and standard data formats. Their efforts have not met with required success on preserving the inherited status of education in regard to literacy and quality of education and on meeting market based requirements. On the whole, Kazakhstan seems to have left Kyrgyzstan behind in education attainment.
- (2) Stakeholders' (School heads, teachers and students) Perception of the education systems revealed increasing occurrence of non-attendance, drop out, non-availability of textbooks, deficient teacher training, deficient means of instruction, equipment, infrastructure, teachers and no common criteria for school-based internal assessment. Inequalities in rural-urban education, rich and poor are galore.
- (3) India presents a holistic vision of quality elementary education particularly in the areas of EFA, equity and quality education striking a balance between national concerns and local interests which is being pursued vigorously through centrally supported schemes like SSA, etc. The CAS may be benefitted from Indian experience in the field of teachers management and teacher education, curriculum renewal process, quality standards and assessment, programmes related to school improvement through social coalitions and institutional partnerships and the policies for equity and access. It presents a good model that may be replicated with modification in the two countries.

Suggestion for Further Research

Identical research can be carried out in other countries of Central Asia, covering elementary and higher levels of education and on a larger sample of students from both rural side schools and those located in urban surroundings. Further researches may also be directed to investigate the factors which seem to be instrumental in the effective implementation of educational reforms. Countries faced with similar challenges may also be included in such and similar studies.