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MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

1.3.2 Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective.

DIVERSITIES IN SCHOOL SYSTEM



An international and comparative perspective



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10/7/2022

Diversities in school system in International perspective

Department of Social Science



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Diversities in School system in Indian as well as in international perspective

Education is a fundamental part of modern human society and with good reason. The easier educational opportunities are to access in a country and the more educated that society is overall, the greater the overall well-being of that country's society.

However, accurately measuring and tracking the average level of education from country to country can be challenging. The United Nations Development Program (UNDP) regularly publishes a Human Development Index (HDI) that includes an Education Index. The purpose of the Education Index is to lend insight into the comparative educational development of countries around the world.

Here the student teachers try to find out Diversities in School system in Indian as well as in international and comparative perspective on the basis of Education Index published by UNDP. For comparison purpose student teachers select one highly scored country that is Australia, Small scored country that is Nigeria and its comparing with a medium scored country India. The comparison is purely based on 2021 Human Development Index.

Factors Potentially Impacting Education Index Scores by Country

Naturally, a country's educational system can be fairly complex, so numerous factors can come into play and affect scores one way or the other. The following are some key examples to be aware of.

Access to Quality Education

There are numerous sub factors that can impact a population's actual access to quality education in the first place.

Cultural Values

Not all countries have the same values regarding education, culturally speaking. In many countries, a good education and academic achievement are indeed vitally important, valued, and encouraged. However, in other nations or regions, getting married and starting a family may be of greater concern.

Economic Standing

On average, wealthier countries tend to have significantly better education systems. There's more capital to invest in educational infrastructure, adequate training for educators, student resources, and so forth. The same goes for countries with ample governmental support for education.

Greater financial investment typically goes hand in hand with a better-educated society overall.



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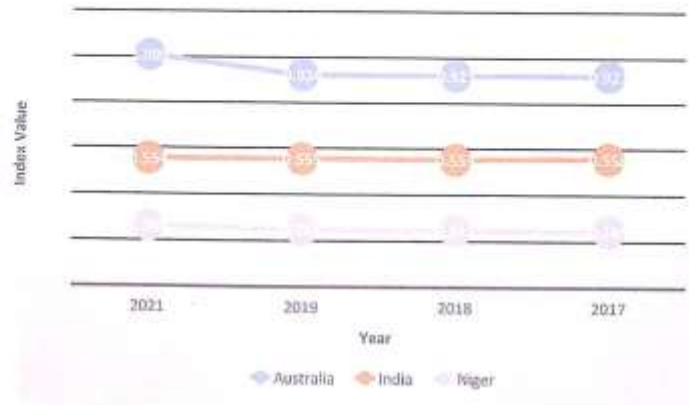
Comparison between Major High, Medium and Low scored Countries on the basis of Educational Index

Educational Index				
country	2021	2019	2018	2017
High scored				
Australia	1.009	0.924	0.923	0.923
New Zealand	0.994	0.926	0.923	0.923
Iceland	0.993	0.926	0.918	0.912
Finland	0.961	0.927	0.927	0.926
Sweden	0.959	0.918	0.914	0.914
Belgium	0.958	0.902	0.9	0.9
Denmark	0.953	0.92	0.921	0.919
Germany	0.942	0.943	0.943	0.94
Medium Scored				
Iraq	0.599	0.557	0.554	0.542
Kiribati	0.594	0.594	0.59	0.59
El Salvador	0.593	0.555	0.553	0.562
Maldives	0.593	0.573	0.564	0.564
Bangladesh	0.591	0.529	0.524	0.513
Morocco	0.591	0.569	0.559	0.547
Nicaragua	0.587	0.573	0.566	0.566
Sao Tome and Principe	0.579	0.567	0.567	0.557
Cameroon	0.571	0.547	0.546	0.543
Namibia	0.571	0.584	0.582	0.581
Eswatini	0.567	0.557	0.553	0.545
Cape Verde	0.56	0.562	0.566	0.565
Vanuatu	0.556	0.561	0.545	0.542
India	0.554	0.555	0.553	0.558
Low Scored				
Central African Republic	0.366	0.353	0.353	0.352
Yemen	0.359	0.36	0.347	0.341
Senegal	0.347	0.345	0.356	0.354
Sudan	0.346	0.345	0.339	0.337
Guinea	0.346	0.354	0.35	0.348
South Sudan	0.343	0.307	0.309	0.309
Djibouti	0.342	0.325	0.322	0.316
Burkina Faso	0.323	0.312	0.3	0.298
Chad	0.309	0.288	0.29	0.288
Mali	0.282	0.286	0.286	0.282
Niger	0.264	0.249	0.247	0.245

Source : HDI reports of respected years


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Comparison between India, Australia and Nigeria



Source : HDI reports of respected years

Australian Education System at a Glance

The importance of Australian education to Australia's economy The contribution of international education to the Australian economy is significant. The most recent figures from the Australian Bureau of Statistics (ABS) show that international education is valued at \$19.9 billion, making it Australia's third largest export. In addition, it is estimated that 130,000 of the international students in Australia in 2014-15 will contribute as skilled migrants in the Australian workforce on graduation, representing a 3 per cent increase in the proportion of Australia's current workforce with a tertiary education.

Australian education is a dynamic and growing service market. In 2016, Australia ranked as the third largest provider of education to international students after the United States (US) and the United Kingdom (UK). Currently around five million tertiary students study outside their own country. The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates this number will increase to eight million by 2025. The ABS estimates international education to be worth a record \$21.8 billion in 2016 – up 17 per cent on 2015. The ABS also estimates the sector contributes over 130,000 jobs to the Australian economy. Additionally, it is estimated that more than 130,000 students are studying an Australian qualification offshore, an area of the sector which is valued at more than \$400 million per annum.

How The Australian Education System Is Structured?

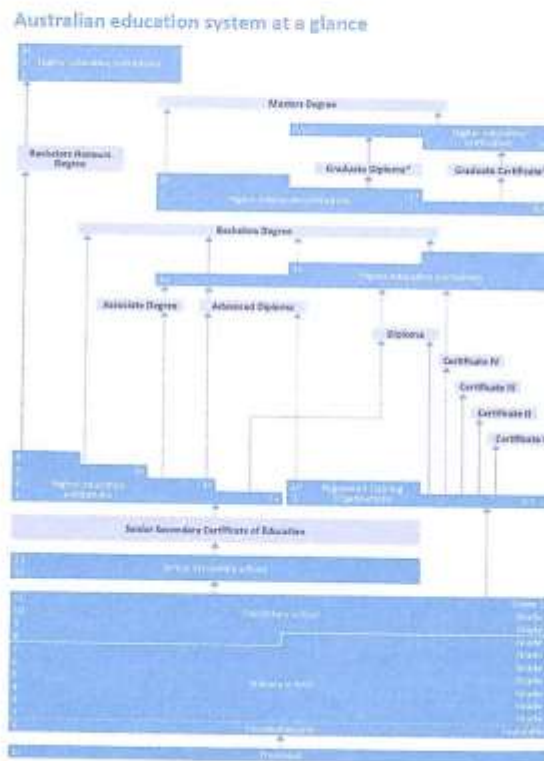
Four sub-sectors

The Australian education system is broadly structured as follows:

1. Primary School: seven or eight years, starting at Foundation (also called kindergarten/preparatory/pre-school) through to Year 6 or 7
2. Secondary School: four years from Years 7 or 8 to 10
3. Senior Secondary School: two years from Years 11 to 12
4. Tertiary Educations: includes higher education and vocational education and training (VET). The Australian Qualifications Framework (AQF) is a national framework which covers qualifications in post-compulsory

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education. It has 10 levels and links school, vocational and higher education qualifications into a single national system, allowing easy movement from one level of study to another and between institutions. More about the AQF can be found at <http://www.aqf.edu.au/> The study options that students can take as they progress through the formal education system are flexible, but generally the broad pathways taken are shown in the diagram below.



Primary and secondary schools

It is compulsory for children to have commenced school by the time they have turned six years of age. Most children start between four-and-a-half and five-and-a-half years. Children generally attend primary school until they are 11 or 12 years of age. Primary schools offer programs from Foundation to Years 6 or 7. Since 2010, it has been mandatory in all States and Territories for students to complete Year 10 and participate full time in education, training or employment, until they are at least 17 years old. Primary schools focus on developing essential literacy, numeracy and social skills, and provide foundational knowledge to children about the world around them. In some jurisdictions middle schools have been introduced. Middle schools offer programs for students in Years 7 to 10 (although this varies from school to school). On leaving middle schools, students often attend high schools or colleges to complete the Years 10, 11 and 12. In jurisdictions where there are only primary and secondary schools, students between the ages of 13 and 18 years attend high schools or secondary schools. Progressively, as students move from primary into secondary schools, subject matter becomes increasingly specialized. Students who complete their secondary school program at Year 12 or equivalent are awarded a Senior Secondary Certificate of Education. They then leave school to undertake vocational or higher education courses and/or start work. The secondary retention rate in

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Australia in 2016 (i.e. the number of school students who commenced Year 7/8 and completed Year 12, expressed as a percentage) was 80.9 per cent for male students and 87.8 per cent for female students.

Government and non-government schools

In 2016, the number of students enrolled in Australian primary and secondary schools grew by 47,253 (1.3 per cent) compared with 2015 to a total of 3,798,226. In 2016, the proportion of students enrolled in government schools increased from 65.2 per cent in 2015 to 65.4 per cent. The proportion of students enrolled in Catholic schools fell by 0.2 per cent over the same period. Enrolment in Independent schools remained at 14.4 per cent.

Academic year

The Australian academic year begins in late January or early February for school students, and runs to mid-December. Most schools have three or four terms a year. Some jurisdictions have flexibility about the school year to allow for specific community contexts. In northern Australia, for example, the school year begins in January, and the tuition times are structured to allow a four-week break in the middle of the year, when the weather is drier and cooler.

National Curriculum and assessment

Australia has a National Curriculum for schools which has been progressively developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). ACARA was established under Section 5 of the Australian Curriculum, Assessment and Reporting Authority Act (Cth) on 8 December 2008. ACARA's functions include development of National Curriculum, administration of national assessments and associated reporting on schooling in Australia.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. • NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second week in May • NAPLAN comprises tests in four areas (or 'domains'): 1 Reading 2 Writing 3 Language Conventions (spelling, grammar and punctuation) 4 Numeracy • NAPLAN tests skills consistent with the school curriculum • The 2016 NAPLAN results showed that almost 94 per cent of children have met national minimum standards for their age/stage.

VOCATIONAL EDUCATION AND TRAINING

The primary goal of VET is to provide students with the practical skills and experiences to perform tasks effectively and safely across a wide range of employment fields. Courses are provided by government-funded TAFE institutes, adult and community education centers and private RTOs. VET can begin in secondary school and many VET institutions have formal pathways arrangements with universities whereby VET students have assured entry into university on successful completion of their VET qualification

Higher Education

Higher education requires intensive study over a number of years to achieve a recognised high-level qualification. The Australian higher education sector offers a wide diversity of programs that lead to highly regarded and internationally recognised qualifications. There are 43 universities in Australia, of which two are international universities and one is a private specialty university.

Undergraduate admission pathways




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Admission to an undergraduate degree is usually based on a student's Australian Tertiary Admission Rank (ATAR). The ATAR is calculated by a State or Territory Tertiary Admission Centre (TAC) based on a Senior Secondary Certificate of Education (Year 12 Award) or International Baccalaureate. The ATAR is used in all States and Territories except Queensland (where an Overall Position is calculated). Other undergraduate admission pathways include: • a VET qualification, such as a Certificate III or IV • additional requirements such as an interview, portfolio of work, prerequisite courses, and/or a demonstrated interest or aptitude for the study program • mature age entry for students over 25 years based on related work experience, an entrance examination, or a demonstrated aptitude for study.

Lifelong learning

The Australian education system has a commitment to lifelong learning – that is, learning that is undertaken at all stages of life. In the 12 months to April 2013 (latest available data), for example, it was estimated that of the 17.1 million Australians aged 15-74 years: • 3.7 million (22 per cent) participated in formal learning • 4.6 million (27 per cent) participated in work-related training • 1.4 million (8.4 per cent) participated in personal interest learning.

TEACHER WORKFORCE

The Australian Institute for Teaching and School Leadership (AITSL) was established by the Australian Government to provide national leadership in teaching and school leadership. AITSL plays a key role in national educational reform on behalf of the Australian, State and Territory governments under direction from the Minister for Education and Training. AITSL's key areas of focus include:

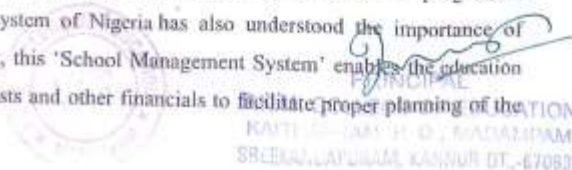
- supporting and advancing the quality of teaching and school leadership
- national approaches to improve the quality of initial teacher education in Australian higher education institutions
- undertaking research and evaluation to create high-quality publications and resources to support teachers and schools leaders and
- acting as the designated assessment authority for skilled migration to Australia for preprimary, primary, middle, secondary and special education teacher occupations.

Nigerian Education System at a Glance, "One in every five of the world's out-of-school children is in Nigeria"- UNICEF.

The education system of Nigeria has been reported to be in shambles as of 2019. The basis for the education model in the country is inspired by the Chinese and German systems that were earlier adopted by Ghana. The formula for the education system of Nigeria is based on the notion of 1 year of pre-school, 6 years of primary school, 3 years of lower secondary school, 3 years of senior secondary school, and finally 4 years of graduate education. This system of education was adopted by Nigeria in 1989 and the same has been in place since then up until 2019, when some major changes were made.

Benefits of the system

One of the key highlights of the education system of Nigeria is the 'School Management System' that is currently in vogue. This system monitors the cognitive behaviour of students and their academic progress in order to identify important trends. The education system of Nigeria has also understood the importance of parents' involvement in a student's learning. Finally, this 'School Management System' enables the education system of Nigeria to accurately monitor and report costs and other financials to facilitate proper planning of the



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curriculum, increase the efficiency and productivity of academic staff, and reduce financial burdens on the system. By doing all of these, the education system of Nigeria has been turned around to focus on quality.

Major issues

One of the most ailing issues of the education system of Nigeria is that of funding. Since Sam Egwu's discussions about government funding of higher education in 2009, there has not been much improvement in the matter. The issue arises out of lack of proper governance since only a meagre 7% was assigned to the education budget for 2018. Not only for school education, but funding is severely lacking even for higher education and research. Also, the education system of Nigeria has no means to implement valuable research into practice.

A more severe problem is the interruption of academic activities throughout the year due to frequent strikes by academic staff as a result of the fallacies of the existing education system of Nigeria. Hence, Nigerian students often look abroad to achieve their academic goals.

Education	Duration	Open	Age	Notes	
Primary	Primary	5-6	6-11	6	
Secondary	Junior Secondary	7-8	12-14	2	National examinations are held annually for Junior Secondary Admission
Secondary	Senior Secondary	15-16	15-17	2	National examinations are held annually for Senior Secondary Admission
Post-secondary	Technical, Vocational & Commercial				Certificate of Training
University	Higher technical - polytechnic level			2	Lead to National Diploma
University	Higher technical - post-university level			4	Lead to Higher National Diploma (HND)
Training	Undergraduate (3 years)	18-21		4	Depending on area of study, programme are 4 to 5 years. Some Honours, maximum 2 years. Engineering/Technology, 3 years. Pharmacy 3 years, Medicine 5 years, Law 5 years
Research	Master's Degree	21-26		1-2	Usually require 1-2 years
Research	Doctoral degree	24-27		3	3-5 years program

Nigerian Education Statistics and Facts

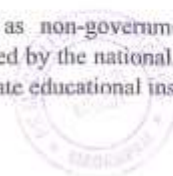
According to statistics, 7.2 million children enrolled in early childhood education programs in Nigeria. In contrast, 22.2 million children aged above 6 years enrolled in a public primary school and 5.5 million children registered in a private primary school.

For secondary school enrolment, the pattern was clear. The survey revealed that the enrolment rate in junior secondary school was 54.4%, while those for senior secondary school was 68.6%.

A 2017 university census revealed that the total number of undergraduate students was 1.7 million, while the number of postgraduate students (students carrying out either a master's or doctorate degree) was 234,000.

How Education in Nigeria Works

The government and private stakeholders such as non-governmental organisations and private individuals manage educational facilities as stipulated by the national policy on education. The federal ministry of education regulates both public and private educational institutions.



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Nigeria has 3 government levels: Federal, State and Local. The federal government and state government manage public tertiary and secondary level institutions, while the local government oversees public pre-primary and primary level institutions.

The Nigerian educational system was formerly structured using the 6-3-3-4 formula, which means 1 year pre-primary, 6 years primary, 3 years junior secondary, 3 years senior secondary and 4 years tertiary education. Tertiary education covers universities, polytechnics and educational colleges.

However, in 2008, the federal government introduced the 9-year basic education curriculum to achieve the goals of the universal basic education program.

Thus, the Nigerian educational structure became 9-3-4, which means 9 years basic education, 3 years senior secondary school education and 4 years tertiary education.

The structure of the 9-year basic education curriculum is:

- Lower basic education curriculum- Primary 1-3
- Middle basic education curriculum- Primary 4-6
- Upper basic education curriculum- Junior secondary 1-3

The 9-year basic education program, together with the recent curriculum changes, was implemented in 2014 across various schools in Nigeria.

Educational structure in Nigeria

The Nigerian formal educational structure is divided into:

- Basic education
- Senior secondary school education
- Tertiary education

Basic Education

The 2014 national policy on education stipulated that basic education covers early child care and development education (creches, daycare), pre-primary education, primary and junior secondary education.

Basic education provides formal education training to children aged between 0-15 years.

The age group distribution for sub-level of basic education are:

- Early child care and development education – 0- 4 years
- Pre-primary education (1 year duration) – 5 year olds
- Primary education – 6-12 years
- Junior secondary education – 12- 15 years

English is the official language of instruction at the basic education level, but they may adopt indigenous languages depending on the location. For instance, educators in a particular geopolitical zone of Nigeria may choose to teach primary school students in their local language, such as Hausa, Igbo or Yoruba.

Schools use the national policy on education guidelines to decide on the curriculum and subjects to teach. They give a student that successfully completes primary education a primary school leaving certificate to progress into junior secondary school level. Also, a basic education certificate is awarded to successful students that pass the entrance exams into senior secondary school education.

Senior Secondary School Education




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The current curriculum prepares students to have vocational skills apart from their formal education training. Vocational training empowers senior secondary school students to gain skills such as hair styling, crafting, and fashion designing.

The formal education curriculum offers core subjects such as mathematics, English, civic studies and entrepreneurship across the different fields of studies which include: science, arts, technology and business.

For senior secondary school students to progress into the tertiary level of education, the student must pass the senior school certificate examination prepared by the West African examination council (WAEC) and national examination council (NECO).

The WAEC exams are usually taken every year in May, and they only expect senior secondary school students in the last class to sit for this exam.

Successful students are given a senior school leaving certificate upon completion of senior secondary education.

For students to gain admission into a Nigerian university, the student must pass both the West African examination council (WAEC) or national examination council (NECO) and the unified tertiary matriculation exam (UTME).

The joint admissions and matriculations board prepares the UTME as a uniform admission test for all eligible senior secondary students, regardless of location.

However, in 2016, because of some irregularities in the conduct of the UTME, some universities now conduct their internal exams to screen students further before admission.

Tertiary Education

Nigerian tertiary education covers both universities, polytechnics and colleges of education.

The National University Commission is the governing body that regulates the activities of accredited universities in Nigeria. The university curriculum is structured to prepare university graduates to contribute towards national development and to develop entrepreneurs to create employment opportunities. Entrepreneurs will boost economic growth by creating more jobs and reducing unemployment as well as crime rates among unemployed youths.

Colleges of education are training centers for preparing young students interested in the teaching profession. These colleges prepare their students to become competent teachers in the society. Polytechnics provides specialised technical training and skill acquisition for students so they can contribute to the industrial and economic developments in Nigeria.




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4. making examinations more flexible and integrating them with classroom life, and
5. nurturing an overriding identity informed by caring concerns within the democratic polity of the country' (p. viii).


While the NCERT (see below) makes recommendations regarding curricula and syllabus content, and produces textbooks that can be used at the state level, responsibility for a school's syllabus lies with the specific educational board involved but in theory must be aligned to the NCF (2005). For example, those schools operating under the CBSE (Central Board of Secondary Education – see Educational boards in India below) generally use the NCERT-produced textbooks (sometimes producing their own or sourcing from other private publishers at the school level, including international ones) while those under State Boards of Education (the majority of government sector schools) will use textbooks produced at the state level (usually by the State Councils of Educational Research and Training – SCERTs), at least until the end of upper primary. With the exception of the 'board exams' taken at the end of Grade 10 and Grade 12 (see (Lower) secondary education and Higher secondary education sections below) and the National Achievement Survey (see National Council of Educational Research and Training section below), much of the assessment conducted in government sector schools is devised and delivered by the teachers at the individual institutions. For schools following some particular boards of education (especially in the private sector), there may be additional prescribed assessments that are centrally managed.

Teacher evaluation

A number of tools and initiatives have recently been developed to facilitate in-service teacher evaluation in India, including: 1. Advancement of Educational Performance through Teacher Support (ADEPTS; 2007) 2. PINDICS performance indicators (2013) for both self-assessment and supervisor assessment of primary school teachers. the National Program on School Standards and Evaluation, known as the Shaala Siddhi framework (2015), which focuses on school evaluation and improvement. 141 While ADEPTS appeared to be losing momentum at the time of writing (2019), a draft version of a new set of performance indicators, the Teacher Performance Assessment Rubrics, was also being circulated by NCERT for use both by teachers (selfassessment) and supervisors to assess teacher performance at all levels (i.e. potentially replacing PINDICS) if rolled out in future. In addition to these tools, there are moves in some states to attempt to link learner achievement (through exam results) to teacher evaluation, and potentially performance-related pay, despite evidence of considerable challenges in accurately assessing the value-added impact of a single teacher. This is due to multiple, confounding factors influencing a child's learning at school, how this learning is assessed and how valid and reliable this assessment is, even in contexts where assessment procedures are more valid and more reliable than is practically possible in the vast majority of schools in India today. The same source indicates that such measures, if implemented, could unfairly penalize those teachers working with the most disadvantaged learners, who may make slower progress and have lower overall attainment levels.

A review of teacher evaluation procedures in India from 2018 concluded that while many of the tools developed centrally generally provide for appropriate teacher evaluation, they were often used inappropriately and were ineffective as a result. The review made several recommendations:

- increased transparency (in use) of evaluation criteria and how these relate to classroom processes and skills from pre-service education onwards
- a shift in mindset at all levels of the system to value the formative (learning) potential of teacher evaluation, rather than seeing it simply as a procedural requirement
- development of skills for self-assessment by teachers, and triangulated assessment by supervisors
- the prioritization of classroom teaching responsibilities and school-based professional development over non-academic work


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- the need to improve perceptions of the status of teaching as a profession and to encourage commitment to professional development

- improved accountability mechanisms within the system. 144 The Draft NEP proposes a framework for teacher performance appraisal that recommends 'multiple sources of evidence' including classroom observations, peer review and feedback on progress of students. This implies a qualitative – rather than value-added – approach, although it indicates that SCERTs will have some freedom to develop specific procedures for each state. It also prohibits the involvement of teachers in 'government work that is not directly related to teaching', providing examples of electioneering and preparation of midday meals as inappropriate. Such practices are common across the country and often lead to teachers being away from their classes for significant amounts of time each year.

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