REVIEW OF LITERATURE
2.0 REVIEW OF LITERATURE

The investigator has found not much literature related to the study. However few research problems similar to the problem under study are as follows,

2.1 "A Comparative Study of the System of Education in India and England."

(1975)-By Shri. V. G. Patil (Study conducted at Karnataka University college of Education Dharwad.)

The study involves two steps.

i. The first step was to study each national system separately and it's historical setting and its close connection with the development of national characteristics and culture.

ii. The second step was to collect data on existing systems of education in different countries with educational statistics on all educational aspects and to compare them to find out the similarities and differences after careful and systematic study.

The procedure mainly used more or less is that of simple description in historical perspective. It includes a scrutiny of widely spread contemporary source of information and comparative study such as,

i. The study of the published work of the two respective countries.

ii. Examination of the various text books and publications of different authors.


iv. An interview with the personnel who have traveled in England and studied the system of higher education.
2.2A Critical Study of the Vocational Education in Germany vis-a-vis the Vocational Education in India. (1972) by Bhatti K. C. (a study conducted at the Maharaja Shahijirao University, Baroda for fulfillment of Ph.D.)

The study was undertaken with the main purpose of drawing some conclusions from the knowledge and experience of the German vocational schools, which could help to evolve a detailed plan for Vocational Education in India.

The information about the vocational education in Germany had been collected through library research and a questionnaire was given to 280, pupils of a few vocational schools in Frankfurt, discussion with the principal of vocational schools, discussion with their teachers and meeting with the Directors and representatives of the industry.

The main conclusion of the study have been shown with respect to attitude towards vocational education, its nature, administration, status and special provisions.

2.3A Comparative Study of the System of Higher Education in India and U.S.A.- S.B. Vastrad (M.Ed.) (Acc.no 227, KUCE, Dharwad (1982)).

The study was undertaken with the main purpose of drawing some conclusions from the knowledge and experience of the Higher Education in U.S.A., which could help to evolve a detailed plan for Higher education in India.

The study discusses brief history of higher education in U.S.A., Administration and organization, financing of Universities, Admission, curriculum method of evaluation and
qualification of faculty in context of higher education in India. The research of the study has shown the conclusions of study and its application in Indian context.


This study presents an analysis of technical education and training systems in the Colombo Plan countries, with particular reference to the education and training of technicians. The Colombo Plan region comprises twenty-one countries, which includes India. The study describes general characteristics, curricular offerings, types of technical institutions, Administration of Technician education and current problems of technician education in Colombo Plan countries.


The report provides detailed insight into the background and many links between education, training, the labour market, economy and society.

The report describes about – Institutional and Political background of vocational education training system in Europe, socio-economic frame of vocational education training, curricula, learning formats and non-formal learning and comparison, mobility and recognition of skills.
The major research finding focus on steering and performance of vocational education training systems, vocational education training and labour market and curricula and design of skill. In this contexts the following are the conclusions in brief:-

i. Harmonization between national training standards and local requirements.

ii. Reconciliation of the interest of the individual and the requirement of company.

iii. Reconciliation between short term job requirements and the long-term employability of individual.


The report presents, the finding of a survey on “Management and organization of Innovation and Technology transfer” practices and policies in Germany. The survey was based on interview of scientist, professors, administrators, students and industry.

The report indicates that, although there are fundamental differences between Germany and India, in respect of culture, level of industrialization, framework of scientific and higher education institute, yet selective proven models of technology transfer deserve to be consider for adoption. The report presents a critical analysis of innovation and technology transfer policies and practices in Germany and provides recommendation for consideration to Government, technical institutes and industry.

The study is based on the survey of literature on system of technical and vocational at some in the developed countries. The study describes the salient features of technical education and training system at some of the developed countries like USA, UK, France and Germany.

The features discussed are the structure of technical education, types and nature of technician programmes, flexibility of course offerings and mobility of students in taking up these courses, students performance assessment and role of the industry in training technician.

Study of the system of technician education practiced in developed countries reveals following suggestions for adoption in Indian context:

1. The system of technician education in most developed countries caters to providing education and training for not only one level of technician job position but multiple level of technician job positions in the industry.

2. Ample flexibility exists in terms of course offerings, entry qualification for taking up different level of courses, time required for course completion and instructional mode to suit the individual requirement and entry behaviour.

3. The nature of the courses offered at the technician, technician engineer and engineering technologist level are highly practice based and vocational oriented.
4. Industry plays a very important role in providing continuing education to its employee through on the job training programmes in collaboration with the technical institutions.

5. Industry is equally involved at all levels of training and management of technician and technician engineers education through their participation in curriculum making, training in industry and formulating policy relating to training and management of education.

6. A strong system of accreditation for assuring the quality and standards of training of technicians as well as for professional licensing of practicing technicians and engineers exists in most of the developed countries.

7. Networking of resources.

8. Industry pays for the training of technical manpower by way of a less levied in proportion to the salary bill of the company for the purpose of continuing education of the staff.

2.8A Comparative Study of Secondary Education in India and England,

Objectives

1) To make a comparative study of the pattern of educational administration, finance, system of curriculum and examination in England and India in the background of their respective historical development; and

2) To derive some conclusions from the study and to suggest certain reforms in our educational system, especially in Bihar.

The methodology adopted was the historical descriptive approach. After a brief analysis of the system of education in India and England, the following conclusion were drawn with respect to the Indian system of education.
1. A number of deficiencies existed at all levels of administrative machinery like (a) inability to attract the most talented and qualified individuals into the cadre., and (b) petty politics and intrigues which influence the administrative machinery.

2. In general, the educational administrative system in India was (a) outmoded (b) not stream lined (c) rigid and authoritarian (d) taken as synonym to transfer, finances grant-in-aid, statistics, appointments etc. (e) without training to the officials in modern techniques of educational administration and school management (f) bureaucratic and (g) with a tendency towards centralization.

3. Administrator were not having the freedom to make use of their creativity and initiative.

4. Local community was not involved in the administration. The study has made suggestions with reference to administration, finance, curriculum and examination in the Indian education system.

2.9 "A Comparative Study of the Patterns of University Education in UK, USA and USSR with special reference to the University Education in India -

PATEL I. V. (Ph.D. Education) SPU 1975.

The Objective Of The Study Were

1. To study, understand and describe the existing university education in UK, USA, USSR and India with special reference to the structure and organization, philosophy, the pattern of curriculum and the system of assessment of university education.

2. To bring out and the significant features of the different patterns of higher education in the countries under study; and
3. To study and compare the typical problem of university education in the countries abroad with those of India and seek adequate cause for bettering content, organization and other such aspects of university education of this country.

This comparative historical study is a piece of library research. Data were collected through primary and secondary sources.

Some of the main observations were

1. UK has a long tradition of education. The university administration in U.K. is a self governing business. The relation with the Government being maintained through the UGC. The British University has various courses of studies and the evaluation system in the field of higher education manual includes written tests, interval work and viva-voce. The Indian UGC is modelled after the corresponding British organization and India is also trying to implement the idea of open university. As regards the federal, residential and teaching university it seems that India has adopted more of the European models.

2. The American universities are geared to achieving the goal of highest academic study of research, teaching and service. Financially the American Institutes of higher learning are fairly well placed compared with their Indian counterpart. The burden of tuition fees is rather quite high in India than most of the western countries.

The universities in USA are mostly of unitary and teaching type, whereas the bulk of Indian universities are of affiliating and teaching type. Constitutionally,
education is a state responsibility in USA and Indian universities. Otherwise, the administrative structure of the universities in both the countries are comparative by of similar pattern.

3. Due to different ideology and social pattern, the system of education in general and higher education in particular in USA differ from that of India. Education in USSR is a central responsibility and is thoroughly controlled by the central govt. while in case of India it is a matter of partnership with the state and the central authorities in the field of higher education.

In USSR there are no fees charged from students. The soviet examination system is predominantly based on a year round regular internal assessment. The admission policy is determined by the state economic plan. Russian students of higher learning are free from financial worries as most of them get scholarship. The Government of India also provides UGC scholarship, national scholarship and scholarship for economically backward students but the amount and the number of scholarships do not seem to be adequate enough to attract the bright and scholar students for higher education.
2.10 A Comparative Study of Teacher Education in the State of Gujrat in India and that in Thailand with special reference to its Organization and Administration.

Objectives: Comparing

1. Organization, Administration and Finance for Education.
2. Curriculum
3. Admission, physical facilities, nature of management.
4. Perception of students towards various dimensions of their educational training.

Hypotheses

1. The average general mental level of urban and rural students does not differ significantly in different regions.
2. Culture, Sex and Zonal differences do not play a significant role in the average general intelligence level.
3. The interest pattern of different cultures, sexes and zonal groups are different from one another and the extra curricular interests are different in various urban, rural and tribal regions.