From pre-independence to post-independence period in India different committees and commissions have been formed for the definite and purposive development of school education. These commissions and committees have provided the scope of experimentations and changes. These experimentations and changes though made with a view to fulfil the interest of the rulers only, yet some of the demands of the general public are also reflected in their recommendations.

The constitution which has been prepared in the past independence period declared India as a socialistic and democratic country. The implementation of the ideology of socialism can be possible only with the help of education because we know that the destiny of a country can be shaped in her classroom. How much this acceptance of socialistic views has been done in education is the main theme of this research.

In this context it is to be mentioned to note that the education system of a country is highly related to its agriculture, industrial, and economic policy. So without the discussion of these three policies the discussion of education system may seem to be irrelevant. But the researcher having not been oblivious of the permitted area of his study delimited his effort mainly to deal with education. He has of course tried to show in brief the said relationship in the introductory chapter.

Through a comparative discussion the researcher has tried to
elaborate this matter. As India is a developing vast country so school education of India is compared objectively with that of U.S.S.R., developed country, and Cuba a developing country and researcher tried to find out the similarities, dissimilarities and relevance with that of the same.

Moreover the most striking feature of this comparative study lies how far the education system of India is in keeping with the task of entrenching the socialist ideals in Indian society.

It will not be out of place to mention here that the researcher has tried to collect as far as possible recent and up to date data to incorporate in this study in this effort the researcher contacted the Government of People's Republic of Cuba (a photocopy of the letter from Education Minister of Cuba is enclosed). He also collected data on education system of U.S.S.R. through Manisha Granthanalaya. To make the research work complete and revised the researcher has utilised these data. Still he does not have the audacity to claim that the data which he collected for research work are complete in the sphere of education system of three countries (India, U.S.S.R., Cuba) He only admits that he has tried his best to collect the same.

The researcher tried to observe and analyse critically the salient features of school education system of the three countries and compare them to find out the similarities, dissimilarities and relevance there in, as objectively as possible. No suggestion on prescription has been offered to reconstruct Indian system in socialistic line if it is still a need of the day; that is a task to be undertaken jointly by politician and educationists of the time to come.

DEPARTMENT OF EDUCATION
UNIVERSITY OF KALYANI
MAY 2004

M.Sc., M.Ed.
( RESEARCHER )
Ciudad de La Habana, 15 de mayo de 1985

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Estimado señor:

He recibido su atenta comunicación en la que solicita nuestra colaboración en el estudio que realiza sobre los sistemas educacionales de diferentes países desarrollados y del Tercer Mundo.

Adjunto tengo el gusto de remitirle algunos materiales sobre el sistema educacional cubano, que refleja los diferentes aspectos que usted señala de interés en su carta y que espero le sean de utilidad en la investigación que realiza.

Aprovecho la oportunidad para saludarle y desearte éxitos en su trabajo.

Adjunto.