CHAPTER-I

STATEMENT OF THE PROBLEM

RESEARCH QUESTION

SIGNIFICANCE OF THE STUDY

PURPOSE OF THE STUDY

DELIMITATION OF THE STUDY

METHODOLOGY
Statement of the Problem:

It has been found from pre-independence to the post-independence period that recurrent changes and experimentations in the sphere of Indian education have led to the formation of many commissions and committees. But these commissions and committees could not bring about the much desired change in the sphere of education because attempts to bring about concurrent changes in the realm of Indian society, economy, agricultural and industrial policy are conspicuous by their near-absence and moreover allocation of finance to education is so meagre that it is impossible to bring about any radical change with its help. On the other hand it can be stated that in India, education has been utilised not in the interests of the society and the country but in the interests of political parties, well-to-do families and aristocrats.

In the post-independence situation, when India was constitutionally recognised as a democratic and socialistic state, it was assumed that in order to entrench this socialism into the Indian social life, basic and relevant changes in the sphere of education will be effected. But the later course of events yielded nothing except frustration. As a result, education and society gradually moved away from each other. Even the Indo-Soviet friendship could not exert any noteworthy influence upon Indian education perhaps because of the unrestricted and tremendous political power of the bourgeoisie and aristocracy.

The present enquirer is interested in a deep probe into how far the education system of India is in keeping with the task
of entrenching the socialist ideal in Indian society. The main­tenance of the bridge between the social demand, and the objec­tives and programme of education continues to pose a complicated problem. In this situation need is felt to undertake a comparative study between the structure prevailing in socialist countries with that of India. If any solution that can build up a really meaningful bridge between the social demand and the process of education by effecting some changes of the Indian educational structure is found, this research will be meaningful. That is why the problem of this work has been designated. "An Investigation into The Socialistic components in present Indian Education System."

Research Questions:

The researcher through this work, has tried to find answers to the following questions on the basis of facts and evidences.

(1) What are the aims and objectives of present Indian Education?

(2) What are the aims and objectives of Socialistic Education (U.S.S.R. and Cuba)?

(3) What is the evolutionary trend of Indian school education and what are its similarities and differences with that of Socialistic Education (U.S.S.R. and Cuba)?

(4) What is the recent structure of Indian School Education?

(5) What is the structure of School Education in U.S.S.R.?

(6) What is the structure of education in Cuba?

(7) What are the similarities and differences of the structure of Indian Education with that of U.S.S.R. and Cuba?
(8) What are the similarities and differences of curriculum of Indian school education with that of U.S.S.R. and Cuba?

(9) What are the similarities and differences of administration of Indian school education with that of U.S.S.R. and Cuba?

(10) What are the differences of evaluation of Indian School Education with that of U.S.S.R. and Cuba?

(11) How far Indian School Education is relevant to socialistic approach and views?

Significance of the Study:

As India is constitutionally recognised as a democratic socialist country, it is imperative to establish democratic socialism and its ideal in the Indian State system and social life. It is possible only through the spread and medium of education. But the Indian education system, in practice, still exists in the form of a changed version of basically the colonial system of education and so establishment of socialism in the Indian social life through this education system is a far cry. On the one hand, the bourgeois economy and industrial policies as well as the feudal aristocratic attitude has given birth to attitudes of separatism and religious fanaticism ethnic strifes, misguided political climate and an acute distorted form of exploitation in the social life and in education.

Education being the chief instrument of social change, it has to be utilised efficiently in order to free the society from different baneful influences and to realise the objective of a socialist society and the educational system has to be built up
with meticulous care. The significance of the present research was in its effort to build up impersonal and scientific opinion in order to enhance consciousness at all levels concerning the structure, administration and management, curriculum and aims and objectives of Indian education.

Purpose of the Study:

The purposes of the study are the following:

1. To trace the evolutionary trend of Indian school education.
2. To identify the problems of Indian school education.
3. To identify the socialistic elements in Indian school education.
4. To examine the details of the structure of Indian school education.
5. To examine the curriculum of Indian school education.
6. To examine the administration of Indian school education.
7. To examine the financing procedure of Indian School education.
8. To examine the similarities and differences of structure, curriculum, administration and financing of Indian School Education with those of Socialistic education of U.S.S.R. and Cuba.
Delimitation of the Study:

It is clear from the title of the research that it is confined to India and socialist countries. Among the socialist countries, Soviet Russia is a principal one and has close ties with India. Soviet Russia covers a vast territory of Europe and Asia. As a result, the influence of Soviet Russia should be expectedly be reflected in the different spheres of other socialist and socialistic countries. The researcher has chosen Soviet Russia as a representative country in the socialist block in recognition of it as a pioneer country of the socialist world and of its contribution to the cause of socialist revolution.

Cuba was the first Latin American (from the point of view of geographical location) country to embark upon the road to socialist revolution. The victory of socialist revolution in this country has initiated a qualitatively new phase in the liberation movements of the Latin American countries and Cuba is the first really independent country of Latin America as well as the first country building socialism in the Western hemisphere. In Latin America, Cuba is the first country who tried to eradicate illiteracy and to provide free secondary and higher education to more than one third of the population. The Church thus has been separated from the State and the school. The socialist revolution in Cuba is an example to the Latin American Countries, that underlies the present researcher's choice of Cuba as a socialist developing country of Latin America.

In view of the time limits and financial constraints as well as contracts higher education has been excluded from the scope of the study and only primary and secondary education of India,
Cuba and Russia have been chosen.

In the previous chapter (introduction) the researcher has tried to establish that education is not a separate independent subject rather it has a direct link with economic, agricultural and industrial policies of the respective country. As a matter of fact it is not possible to explain the education system wholly without detailed discussion of the policies on economy, agriculture and industry. Still the researcher constrained to delimit the area in the field of education only as because, the question of time, money and communication stand in his way.

The researcher in order to facilitate the discussion and analysis of the topic has briefly described the historical backgrounds of educational development of three countries namely India, U.S.S.R., and Cuba which are quite relevant with this research work. While approaching to modern period the researcher had to discuss a number of phases and continued upto 1985-1986.

The study has been delimited upto the period of 1985-86 because of the fact that the USSR was on the verge of a radical change in its political philosophy, a transition from Socialism to 'Perestroika' during that period. In the meantime, Cuba could maintain its former structure unchangingly. The researcher considered it safe to stop at that juncture to make a comparative survey of the education system of the three countries (India, U.S.S.R., Cuba), as they were in the late eighties.

Methodology :- For this study status-survey approach has been used.