Higher Education in Iran:

It was observed in this research that although Iran was one of the ancient sites of civilisation, rich in education and spiritual wealth, it was rather late on its embarkation on the course of modern education. Like many other underdeveloped countries, the idea of education as the main source of modernisation was ignored until about 50 years ago. It was then that the value of education was realised by the Iranian government and the people and different agencies took up the cause of education. Ever since then different progressive steps towards education, particularly higher education has been taken, in order to replace the theological education of the past by the modern education.

The first institution of higher education in Iran called Dar Ul-Fonoon was established in 1852, but the Tehran University, established in 1934, heralded the beginning of the present higher educational system in Iran. Thereafter, the pace for addition of the
Institutions of higher education was very slow due to the handicaps mainly created by the second world-war. However, in 1947, the second University was added and thereafter four other universities were started by 1960. But the actual expansion of higher educational system in Iran took place from 1970 onwards leading to the addition of 11 more universities by 1975. Several other institutions of higher education were also installed.

The establishment of the Tehran University was followed by the establishment of the Ministry of Science and Higher Education, which was a step towards educational planning and organisation in Iran. In 1968 this Ministry was made responsible to plan out higher educational system, to organise research institutions and to supervise the functions and progress of total higher educational system in Iran.

Several organisations were set up within this Ministry each one dealing with a particular aspect of higher education. One of the most useful events was the appointment of an Evaluating Committee which has been meeting once a year in the presence of Shahen-Shah and other prominent personnels to evaluate the
projects and the future educational strategies in Iran.

There has been a massive educational expansion from 1970 onwards and as a result today there are 22 universities and about 300 other institutions of higher education in Iran, with a total number of 1,90,000 students at higher educational level.

It was observed that in spite of this massive expansion, these institutions were not able to cater to the demand for higher education in the country and ultimately about 70% of the applicants to the institutions were kept out of the university doors, as a result of which many of these students seek their education abroad. The number of female students in the institutions of higher education kept on also increasing substantially.

Thus, it became evident that the demand for higher education in Iran was much greater than the supply and these demands were attributed mainly to the following facts:

1) The Revolution of the Shah and the People brought about a unique enthusiasm and attraction for education throughout Iran.
2) Free education even at the higher educational level encouraged the people towards higher education.

3) General prosperity of the people as a result of the economic boom due to the petro-dollars, has also been responsible for higher educational persuasion.

4) Massive industrialisation, and economic development has also led to a demand and necessity for higher education, specialisation and technical training.

5) Educational achievement has also served as a basis of class structure in Iran.

6) Paper qualifications have served as the main criterion for the rise in government hierarchical positions. These were some of the reasons which led to unsatisfied hunger for higher education in Iran. It was essential that in order to accommodate all the present applicants to the institutions of higher education in Iran, the present higher educational facilities in that country should have at least been doubled or trebled.

The points discussed above revealed how fast has been the progress of educational expansion and what has been the reason for its great demand.

In short, this was made in the light of the following questions which gives clear picture of the situation in Iran.
1) What led to the rush onwards higher education?

2) Which were the agencies responsible for its great demand?

3) How broad was the lag between industrial development and manpower requirements? And finally,

4) What were the limitations of facilities for higher education, that led to the influx of the Iranian students into other countries?

5) **Iranian Students Studying Abroad**

5.2 As the Iranian Government was not able to provide facilities for higher education, particularly specialisation in certain fields of education to the prospective students it took the initiative of sending them abroad to achieve such education. This was the starting point of students going abroad for higher education which was heralded by the Iranian Government itself about half a century ago. This project was also accompanied by the self-supporting students from the elite families in Iran.

Going abroad for higher education was not as much as for the purpose of educational achievement as it was for the expression of one's social status. There was hardly
any demand for higher education in the beginning and those who went abroad were in search of modern education and culture and not technical or professional education. But as the industries were modernised the demand for specialised education also went up. Students were faced with the acute shortage of educational facilities in Iran. The people had to look to other countries for the purpose of higher education. The earliest venues chosen by the Iranian students were France, Germany and England followed by Switzerland America, Canada, Italy, Australia, India, Pakistan and the Philippines.

It was observed that the institutions of higher education in these countries had to restrict the admissions to these students because of the rise in their own national demand and also because they had been overflowing with Iranian students.

In a country-wise study the problems and prospects of the Iranian students in different countries were discussed. It was proved that getting the Iranian students educated in America and Europe led to the problem of brain drain. Many qualified Iranians have settled down
in America and in Germany. Again, it was observed that because of great inflation throughout the world specially in European countries, and also because of the difficult higher educational system of England, the number of Iranian students to these countries has dwindled. America has also restricted their number by introducing certain requirements for visa formalities. Therefore, the Iranian students have turned their attention towards the Asian countries and this has led to a great rush towards India, Pakistan and the Philippines.

Reviewing the problems and prospects of the Iranian students in many of the above countries, it was observed that the largest number of Iranian students have settled down in America. In spite of several restrictions on the part of the American Government and several positive incentives offered by the Iranian governments many of them are reluctant to return back to Iran.

Mr. Amir Abbas Hoveida the Prime Minister of Iran said during his visit to London in April 1973, that there were 40,000 Iranian students studying abroad out of which 42% are in America, 24% in West Germany, about 10% in England and the rest in other countries. But the latest interview with the director general of students affairs
who is the sole authority, it was revealed that the total number of Iranian students abroad amounted to 90,000. In the same interview it was disclosed that every year about 6,000 Iranian students went abroad for higher education and 60% of them still manage to get admission into America and 40% to the rest of the world. So, the outflow of the Iranian students continues and is going to continue until some drastic changes in the system of higher education are made in Iran.

It was also worth noting that in spite of a great shortage of admissions for the Iranian students in the institutions of higher education, in their own country there were 466 foreign students studying in Iran, during the academic year 1974 and it was surprising to note that about 18% of these students had been studying medicine.

5.3 A Case of Iranian Students in India:

India is a recent scene selected by the Iranians for pursuing higher education. It was observed that in the year 1968 there were only 74 Iranian students in India who were the children of the Iranian residents here. There were hardly any Iranian students who had come to India on their own for the purpose of higher
education until 1968. Different interviews and investigations launched by the researcher revealed that the first group of these students arrived in India in the year 1969, and the number kept on increasing as a result of fruitful educational opportunities that were offered to the Iranian students here.

The whole phenomena of the prospects and problems of the Iranian students in India has been discussed under four questions pertaining to:

1. The date of their first arrival
2. The reason for selecting India for the purpose of higher education.
3. The method with which they sought access to India and finally,
4. The present problems faced by them

The official figure states that in 1978 there were 3,800 Iranian students in India, while the investigator estimated it to be over 8,500. The problems of the Iranian students in India were very much similar to the problems faced by them in other countries, with the exception of food and language problems which are unique
Throughout this study, three major problems of the Iranian students in India were marked out. The first and foremost was the language problem, the second was the academic problem and the third food problem. Other problems were not unusual and did not have generality.

a) Language problem: Owing to their poor knowledge of English, the Iranian students were handicapped in all the countries which had English as the medium of instruction. But the amount of suffering differed in each country. e.g. An Iranian student going to the U.S. had to have two letters of admission (I-20). One from a language institute due to start on or within a couple of weeks of his arrival in the U.S. to be followed by a letter of admission from an institute of higher education to start after the completion of his language course, which was generally from one to three months. The student had no right to change his institution under any circumstance and the language classes were full time, intensive and well equipped. Again as English was the
national language of the country and therefore the students were bound to pick it up without much problem and as soon as their language course was over their main academic course and place of study was well defined and they embarked on it without much difficulty.

In the case of India, over 80% of the students came here without proper admissions. Their main problems began after they landed in India and they had to travel from city to city and institution to institution in search of admissions for their desired course which they did not get mainly owing to their poor knowledge of the English language. Also, there were no full time well equipped language courses in India and the majority of the students had to depend on part time language classes or private tuitions. English was not the national language of India, and it was not spoken by the people in general. Many of the institutions of higher education taught in vernacular languages and even in those institutions where English was the medium of instruction, the teachers occasionally lapse into the vernacular to explain certain points. Therefore, it is basically problematic for the Iranian students to come to India.
without proper knowledge of English. The sample has also revealed (Table 21-22) that their progress in English has been very poor even after their embarkation on their main courses of study.

Their second major problem is academic problem. As has been observed there is not any hard and fast rule pertaining to the enrolment of foreign students in India. Even if there are, it is not practised by all the institutions of higher education and therefore there is no uniform method of enrolment for the foreign students throughout India. The only seats that the government has managed to limit upto a certain number are for medicine engineering, and pharmacy, agriculture and certain professional courses in many parts of India. However, even these seats are available in many institutions of higher education against the payment of capitation fees.

The majority of Iranian students coming to India would want to study the medicine or engineering courses and they would run in search of such courses from place to place and finally only a few succeed after payment of capitation fees.
Admission by Capitation fees: Admission to the Courses such as Medicine, Engineering, Pharmacy, Dentistry, Agriculture and Architecture are available against capitation fees. The amount paid for these courses varies from subject to subject and year to year e.g. the Manipal Institute of Technology used to charge about Rs. 20,000 for medical seats and 12,000 for Engineering seats but this amount kept on increasing and to over 2 lacks of rupees has been charged for a Medical seats and about 70 thousand for Engineering. The same has been the tendency at R.V. College and other private colleges of Bangalore and other colleges in Karnataka where the majority of Iranian students have enrolled. Yet many students fail to get their selected course of study. But many of whatever courses available to them. This fact was also revealed by the sample (Table-23,24) where 1/3rd of the Arts and Science students state that they had no alternative but to take up these courses which meant that they did not get the courses of their choice and they feel that there is no scope for their courses in their country.

Another major problem faced by the Iranian students
in India is the food problem. It was observed that the majority of the students have made some arrangement or the other to avoid Indian food at any cost. But this arrangement is not available to the students at the initial stage of their arrival and while travelling around India. Such arrangements are only possible after the students have stayed here for some time, settled down in a particular institutions and have managed to acquire a residence. Even then several cases were observed where the Iranian students staying in a hostel were not provided with less spicy food and therefore, they either have to depend on eggs, milk, fruit etc., or eat at expensive restaurants where they serve continental dishes. The sample of this investigation also revealed (Table-14) that Indian food is injurious to their health because of its hot nature.

Other problems such as health, social, accommodation and counselling are of considerable importance, but these problems can very well be avoided by proper supervision and guidance on the part of the authorities concerned e.g. it was observed (Table-12) that the majority of the students are staying in private accommodation and a very few are staying with their friends,
which shows that private accommodation is also available and instead of it the students are living in hostels. Thus, accommodation problem for the Iranian students are not of great importance in India. Of course, the difficulty is experienced only in the initial stages of their arrival into India, and also when a large number of Iranian students are concentrated in one particular city. e.g. at present it is difficult to find private accommodation in Poona city, perhaps because of the fact that there are over three thousand foreign students living in this city. It has been observed that the Iranian students are very friendly and co-operative towards the new arrivals. It was observed that a group of such students is often available at the airport to help and guide the new comers.

Social problems are also lessened by the very fact that these students often cluster together, have group loyalties and thus the majority of the students have limited social interaction outside their groups. Table No. 30 reveals that there is not a considerable number who admit of any social problem. However, among those who state they have, (25.4%) they are handicapped because of the social distance, which can be attributed
to their lack of working knowledge of English and another 22.7% complain of lacking the opportunity of keeping dates with the opposite sex.

Health problem is also not very important as the Iranian students are generally healthy and in case of sickness they get first class free medical care from the Iranian government.

On the whole, it was observed that the Iranian students in India are pursuing higher education most fruitfully mainly because -

1) Almost all of them are engaged in one or other academic course of study and nearly have to waste their time pursuing preliminary courses such as G.C.E. 'A' levels in England.

2) The output of higher education in India for the Iranian students is very high and the majority of them manage to get a bachelor's degree within three or four years of their stay in India.

3) Bachelor's degrees are offered in three years. The Iranian high school diploma is accepted as a sufficient qualification for admission to the first year of the three years degree course throughout India (except the Bombay University).
4) Education is cheap in India and the standard of living compared to other western countries is low.

5) There is no problem of brain drain into India as there are no employment opportunities available for the Iranian students here.

6) There is a great cultural affinity between the Indo-Iranian people and the Iranian students do not suffer from any psychological complexes here in India.

Their education can be made more fruitful by proper counselling placement and supervision by the authorities. It is expected that the suggestion made through this research will be implemented and the educational pursuits of the foreign students in India would be made more fruitful.

5.4 Suggestion:

The article of the declaration of human rights to education gives a shocking figure about the imbalance in the educational expenses distribution in the world. Only the Latin American continents population includes some 48 million adult illiterates and today 250 million children of school age are without educational facilities.
Such cases have been observed and studied by many authorities and agencies and numerous suggestions have been proposed for its solution. There have been suggestions such as universalisation of educational facilities, helping the developed nations by providing them educational planning, teachers, text-books and educational assistance. There has been proposals for a world plan for education in which there could be a pooling of efforts and educational possibilities under a universal organisation to form a universalised reservoir from which the context of courses of study and other educational facilities could be drawn or the countries of the world could be "regarded" as a big educational laboratory where experiments with different practices are carried on and the results could be utilised universally.

Different thinkers have suggested different ways, and means for at least reducing the gap between the developing and developed countries in educational opportunities. It may also be suggested that a uniform course of study under a universal organization should be useful at higher educational level. To elaborate on any such suggestions would be beyond the scope of this work.
Therefore it will put forward some suggestions which could be useful for foreign students who would continue their further studies in India. Suggestions will cover the higher education of Iran and India only and the problems of Iranian and foreign students in India.

Iran is faced with great educational crisis due to lack of educational facilities at higher level and the problem is due to shortage of trained and qualified teacher. Shortage of man power in industries and other economic activities are also felt. Therefore, it is proposed to offer the following suggestions pertaining to educational qualifications in Iran which is expected to increase the manpower resources of the country and at the same time to reduce the higher educational hunger of the people. Here are some of the proposals that have been listed.

1. To do away with paper qualifications as a means of promotion in government and other offices to some extend.
2. To replace some of the university examinations by national tests.
3) To introduce technical boards on an extensive basis which could conduct national professional tests and issue licences to successful participants.
4) To evaluate the learners' capacity at high school level and only those students who deserve and plan to become Educationists, Researchers, Doctors and Scientists be allowed to continue their further studies till the end and to encourage those who are aiming for professional career for apprentice training right from high school.

5) To introduce on the job training by companies and industries concerned for their employees.

6) To conduct a high standard national examination for high ranking officials in government organisations.

7) To expand the present higher educational resources in Iran through foreign collaboration.

8) To make the maximum use of the available resources by doubling, trebling or even quadrupling the shifts of the institutions of higher education.

9) To introduce higher education on a large scale, through correspondence, mass communications and open universities.

10) To introduce practical training at high school level.

11) To introduce a Talent Data or a Labour Bank to maintain the record of all the skilled and unskilled labour forces that is available in the country.
12) To reform the private educational institutions and supervise their courses.

To implement these suggestions is not very easy and requires assistance from government and private agencies.

5.5 Implementation of the Suggestions:

1. Doing away with paper qualifications:

Iranians are forever looking for an opportunity to increase their paper qualifications and that is why many of them go for higher education even after they take up work. The sample taken for investigation showed that (Table 1) 10.5% of the students were in the age group of 18 to 20, 46.4% in the age group of 21-23, 25.9% in the age group of 24-26 and 17.2% were over 26. The majority have started their higher education between the 23 to 26.

Importance of paper qualification is mainly responsible for taking up education at such a late stage. The researcher has also interviewed several students who had worked with government, semi-government and private organisations for several years before coming to India for higher education. In order to remedy such
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problems it is suggested that paper qualifications be replaced by experience and national merit tests. Although the number of institutions of higher education in Iran are not very large, there is a great diversity in the standard of education in the country. Again, as it was said before the great rush of the Iranians towards their achievement of paper qualification has led to two great national crises:

1. There has been a great demand for university education.

2. This phenomenon has led to an acute shortage of manpower in the country as a result of which about two million foreigners had to be employed. Demand for paper qualification has had many other negative results which is beyond the scope of this research.

Therefore, it is essential to establish a national standard of achievement in various professions and fields of science and technology some of the university examinations should be replaced by National Merit Tests according to the standard thus fixed. Participation in these tests should be open to all irrespective of age, sex and qualification and all successful candidates
should be issued a licence, a certificate, a diploma or higher degree according to the standard of the test. There should be a national standard fixed for various subjects and to have a national agency to conduct these tests on the basis of such standards. It must be admitted that Iran may not have the sufficient resources to standardise, organise and conduct such tests. However, this would be a very useful and essential step and it is worthwhile implementing it even with the help of some foreign agencies.

Perhaps, the implementation of the above mentioned suggestion could be possible by expanding technical education boards. Of course the two organisations are different from each other but, the technical educational board conducting the test in majority of the technical and professional fields. Even in the case of Technical Education Boards it will be possible to take the help of foreign agencies, e.g., this researcher visited a Technical Educational Board in England in 1976, which expressed its willingness to undertake such activities as to train and test the technicians and other professionals in Iran. For the establishment of Technical Boards and professional schools a lot of know-how and other assistance can be taken from India where technical
education is highly advanced. It will perhaps be useful to introduce the Indian method of organising technical education in Iran. The researcher has observed by visiting several polytechnics and technical colleges in India, that there appears to be two major types of such institutions but both have to receive their accreditation from the Government Board of Technical Education. These types are 1. Private institutions and 2. Government institutions.

Private institutions are of two types. One, those which are purely private and are supported by tuition fees and two, those which are religious and are run by charitable institutions and are subsidised by the government. e.g. The Agnel Junior Technical College in Bombay. This institution was initially started by Rev. Father Agnel to teach different crafts to the pupils. Now it has developed into a full fledged technical college and technical education offering part time and full time courses in Tool designing and Production Engineering and all other crafts. Inspite of it being a religious institutions the major part of its expenses are paid by the government.

There are private as well as government polytechnics.
in Iran. These are not as extensive as in India and so it is proposed that the whole forum of Indian system of technical education be introduced in Iran with the following objects:

1. To encourage more private organisations and charitable institutions to invest in such institutions.

2. To introduce part time and sandwich courses on a large scale.

3. Industries be encouraged to select their trainees and employees from these institutions. Employed workers be encouraged to take up these courses.

If this proposal is implemented many of the industrial workers as well as other kinds of employees will have an opportunity to improve upon their educational achievements and thus rise to a higher rank and salary without abandoning their jobs and lining up at universities. Again, there are people who have had a very good work experience and their technical knowledge is better than that of a fresh graduate. But they have to shatter their own personality with a fresh graduate, under whom they are forced to work. Recently, an Iranian was interviewed who had worked as a technician in a government industry in Iran for over 10 years. He has
given up his job and come to India in search of paper qualification. On being questioned as to why he took up such a decision, he pointed out that in spite of his better knowledge or experience he would get half the salary of a freshly employed technician with paper qualification. Such cases are in abundance in Iran. These problems can be solved up to a great extent by setting up technical educational facilities and having National Merit Tests for every profession to issue licence to all competent persons throughout the country.

It should be very appropriate for all major industries to set up their own on-the-job training courses for their employees who would finally be heading towards one of the national tests. Such practice would lead to better production and social satisfaction on the part of the employees. The said National Merit Tests can also be simplified by dividing the disciplines into different categories and putting the responsibility of testing and issuing of the merit certificates upon a particular agency. e.g. In America, the Joint Engineering Council holds the National examination for the engineers. In England the test and teaching in different
disciplines are conducted by separate agencies. e.g. the National Chartered Accountancy Examination is held by the Institute of Chartered Accountants in England.

Such examinations which evaluate the merits of the candidates in various disciplines help to regulate the functions in the employment market, reduce the acute shortage of manpower in Iran and thereby reduce tension and anxiety of the experienced and learned workers who have had no paper qualifications. It will also eliminate the trouble of appearing for tests and interviews on the part of fresh employment seekers.

The national merit examinations when adopted and installed would not only be thrown open to the university graduates, but also to those candidates who have required knowledge through correspondence courses, experience on-the-job-training and self education. It would provide necessary incentives to the in-service employees who would wish to improve their qualifications and efficiency for better prospects. It is also hoped that this would arrest uncontrollable rush towards the universities and institutions of higher education. This examination would also serve as a national index of performance and achievement in various fields of learning and would set the base for raising the standards of
education. Similarly, National Merit Test could also be set up for government and other highly administrative posts by the respective agencies.

Establishment of a Talent Bank or a Data Bank in Iran:

With the present shortage of manpower in the country, the question of unemployment hardly arises. But, under-employment and scarcity of the right man for the right job is conspicuously observable. Again the number of specialisations in different fields of knowledge and activity have tremendously increased and identification and location of the most suitable person for a specific job has become essential. Even when, the required type of specialists are available in the country, time and money has to be spent in finding them. In order to avoid such problems it will be advisable to establish a government agency, a Labour Bank or a Data Bank to collect and arrange discipline-wise particulars of different personnel, right from the highly advanced scientific and technical fields through medicine humanities, social science, finances, commercial management and industrial and public administration, down to the unskilled labour. Through computerised data banks it would be possible for the
recruiting organisations to identify and select the most suitable persons for these jobs. The proposed bank should store information regarding all kinds of specialities, specially the major ones with which the government departments, public undertaking, private industries, universities and research institutions are concerned. The bank will contain valuable up-to-date information about personal available in the country as well Iranians abroad. It should be able to furnish information regarding any kind of permanent or short time employment needed. Its function should be similar to some international agencies such as U.S.A., Canada and other countries. The only exception would be that in Iran, all disciplines would be handled by one particular agency as the size of the population does not allow multiple agencies such as those of the U.S. This bank would be highly useful if it functions on a national basis as it would contain valuable information and up to date data regarding the scientific technical and other manpower available in the country. It would be useful for identification as well as placement of skilled and unskilled labour force available in the country. It would also have a statistical record of specialists in various fields and can therefore, give a helping hand in
the future manpower planning in the country. Thus, the proposed bank will trace the right man for the right job and also remedy most of the under-employment problems.

5.7 Education with India Collaboration in Iran:

To expand the present higher educational facilities to the extent of catering to the total needs of the country is beyond the capacity of the higher educational agencies in Iran. Therefore, the gap could be filled by collaboration or appointment of foreign agencies to establish higher educational institutions in Iran.

The main handicap in expanding the Iranian institutions of higher education is the lack of manpower and resources. Such manpower and resources are easily available in other countries particularly in India. India is perhaps the only country which can provide Iran with the maximum benefit of manpower resources in the field of higher education, because it ranks third among the countries with technically and scientifically well qualified personnel. It has already been loaning a great number of doctors, technicians, and engineers to Iran. Therefore, it would be possible to establish institutions of higher education either with the help
of qualified personnel from India or by appointing Indians to establish higher educational institutions in Iran.

The founder of Manipal Institute of Technology Mr. Pai had expressed the possibility of establishing a sister concern in Iran during this researchers' visit to Manipal. Similarly the researcher has discussed the possibility of establishing Indian institutions of higher education in Iran with the representatives of other institutions who have expressed their willingness to establish either a branch of their institutions, an independent degree awarding institution or an institution which could function under one of the recognised universities in Iran. Of course, the medium of instruction has to be English, for which there would not be any problem. There are already several schools with English medium, including one Indian and one Pakistani high school. Even those who come from Persian medium schools have studied English as a foreign language for the final six years of their schooling and they would not have much problem picking it up after attending an intensive English language course.
One of the leading universities of Iran also has English as its medium of instruction.

Some of the above mentioned proposals about manpower are in practice under the manpower planning in Iran. It should enable the authorities to set up the necessary educational facilities to train the required personnels. Therefore, it is suggested that a separate department be set up in the country to plan the future manpower need in co-operation with the Talent Bank which has already been suggested.

To take the maximum benefit from the available educational resources it is suggested that the institutions of higher education should double, treble or even quadruple their shifts. One of the colleges in Bombay which consists of six story-building constructed on a piece of land measuring about 800 square meters houses about 5,000 students in four shifts. While, it was observed that a university in Iran which was over 20 times bigger than this building did not have so many students. Therefore, it is still possible to take the maximum advantage of the existing educational facilities in Iran by adding the shifts and employing foreign
It was observed that the Iranian students are willing to pay a very high capitation fee in order to secure admission for useful courses such as medicine, engineering and pharmacy in India (Table-23). Such students would be willing to pay similar amounts for such seats in their own country also. So why not encourage private organisations to invest and set up higher educational organisations in Iran for such students.

5.7 Education Through Mass Communication in Iran:

It is suggested that subjects such as languages, culture, history and geography and even sciences could be taught through mass media such as radio and television and other audio-visual aids which could be all the more effective and less time consuming for the students at all levels.

There is an educational channel on the Indian television which teachers only a few hours a day and does not cover many subjects and all parts of the country. Therefore it is not very effective. In order to make it more effective. There should be at least two separate channels to teach for about twelve hours a day and cover
all the subjects for which the students have enrolled at the Institute of Mass Communication for education. This institute should conduct examinations on a national level after Bachelors and Masters Degrees in Arts.

The equipment for this type of programmes have to be prepared, borrowed from other countries and even tale-cast live classes that are held in the universities and institutions of higher education. The whole programme should be intrusted to the ministry of science and higher education who should appoint and institute to run the classes.

Thus the rush towards institutions of higher education can be reduced by massive introduction of higher educational opportunities through correspondence courses, mass communication and open universities in the country. A very successful attempt has already been made towards materialising this proposal and a free university with its multiple branches has been either established or is on the verge of being established in different parts of Iran.

5.4 **Correspondence Courses**: Some of the major crisis arising due to the lack of higher educational facilities
can be solved by the massive introduction of correspondence courses in Arts and Commerce which could include subjects such as History, Geography, Language Management, Politics, Sociology, Economics and other arts subjects in Iran.

The correspondence courses may be introduced by all universities under the directive, supervision and administration of one board, or each university might have its own independent courses and syllabus. Private institutions recognised by the government might also undertake the coaching of students those who have enrolled for the university and are preparing for the said university examinations. The details for organisation and administrations of the course is not possible to be produced here. But its numerous advantages will include.

1) If all the 22 universities of Iran enroll 1000 students each, the number of applicants to the regular courses at the institutions of higher education will be cut down by about 25%. Thus the load on the institutions of higher education will come down.
2) All those students who due to one or other reason had to give up their education midway will be able to continue and complete it through correspondence courses.

3) It will help to reduce the shortage of manpower as the workers will be able to continue their education along with their work. Again, the present shortage in educational facilities such as teachers, and other resources will be minimised as this course will not require many of them.

5) In terms of economy too, correspondence courses are much more cheaper than running regular classes. It is also economical in terms of national earning as all the students enrolled on such courses would be working as they study.

6) Many of the Iranian ladies still observe purdah and are kept secluded from menfolk. The system of correspondence courses will be a boom for such women.

7) Correspondence courses will have higher output and minimal drop outs because of the lack of social contacts between the Iranian students which has generally led to strikes and closing down of the educational institutions in Iran.
8) It can be easily expanded to the remote villages without much difficulty.

An interview with the Director of Correspondence Courses at the Bombay University revealed that they were highly satisfied with their output and said that around twenty five thousand students were graduated from 1971 to '77 and estimated their total student body to be about fifteen thousand. He pointed out that though they received grants from the government they only spent it on expansion and scholarships. The tuition fees received by them was quite sufficient for their expenses. They charged the same tuition fees as charged by regular colleges which amounted to four hundred rupees per year. This university was planning the introduction of many more new courses from the next academic year. Thus by implementation of such ventures higher educational opportunity would expand without involving a large investment in terms of money, human and other resources. It would be the right solution to the ever increasing demand for higher education in Iran.

Finally, it is proposed to introduce job oriented practical training for students at the final stage of their schooling. As the Russian slogan says, "All children entering school must prepare themselves for useful
labour for participation in building communist society. It has to be admitted that in a sophisticated and industrialised world of today it will be highly useful for the students to have a clear picture of their future objective before they leave their high school. Therefore they should be acquainted with the nature of profession they will undertake after high school. Thus it is proposed that the final year of high school be totally devoted to career preparation and enlightening of socio-economic responsibilities of the students for their future. At this junction the talented students for different disciplines could be selected and directed towards higher educational achievements. This is on this lines of "National Talent Search" practised in India. Plans similar to this proposal has been introduced by the introduction of the New Education System since 1976.

Iran has been late by about fifty years on the scene for adoption of modern education. To make up this time lag, it was observed that revolutionary set outs were made and many of the ambitious educational aims have so far been on the way. Yet it is still
necessary to continue to have the Iranian educational strategies planned and implemented on a revolutionary basis and different organisations should be besieged to organise educational institutions for training the required personnel. The industries should enroll trainees on an apprentice basis. Some organisations already have such facilities. But this programme should receive a country-wide expansion.

It is also suggested that the existing universities and institutions of higher education in Iran should have greater autonomy with regard to their planning administration and other affairs.

Thus, the proposals about the educational system in Iran may be concluded here. The proposal to educate the Iranian students abroad with special reference to India is followed in the second part of this discussion.

5.10 Suggestions pertaining to the Problem of Iran Students abroad with special reference to India:

As observed in Ch. III, a large number of students had been going abroad for further studies every year. In 1978, it was estimated that there were 90,000 11 Iranian students studying in different parts of the
world. It is amazing to note that so far no research work has been undertaken to study the different implications, prospects and problems of these large number of students. It has also not been calculated to find out whether the investment on higher education abroad is worthwhile. It was observed from the statement of the Shahanshah that a large amount of money was spent in educating medical students who would rush to America immediately after their graduation. But what about the amount of foreign exchange that goes out of the country? It is also not calculated to know how many of them will return to the country as useful citizens. Is it not worth while, to import educational resources instead of exporting the students?

Therefore, it is suggested that further research may be conducted into the problems and perspective of these students in other parts of the world to ascertain the above mentioned phenomena. It is also suggested that sessions, seminars and contacts be organized between the Iranian authorities and the host country to pick up a guideline for the education of Iranian students in those countries and have a closer attention to their problems.
In the case of India, the researcher wrote to his Chief after his arrival into India to study the grave problems of the Iranian students. He proposed to organise a seminar on the said problems in which the following people should be invited: (i) A couple of personnel from the Counselling Department of the State Organisation of Student Affairs, Tehran (ii) The Educational Attachee of the Indian Embassy in Tehran, a couple of representatives from the Foreign Students' Cell of the Ministry of Education and Social Welfare of India (iii) one representative each of the Ministries of Foreign Affairs of both India and Iran (iv) some prominent Student Advisors from the Indian Universities and (v) all the Iranian supervisors of the students in India.

It was proposed that this seminar could be held in Bombay University from 26th to 30th December, 1977. But unfortunately this did not materialise although the researcher had undertaken to organise the same at government cost.

It is further suggested that in view of the fact that the number of Iranian students in India is increasing day by day and are faced with a series of problems, mainly because of improper placement such a seminar is
absolutely necessary and should be held as early as possible. Again, the researcher explored the Indian educational opportunities from time to time during his mission of 1973-'74 along with the ex-advisor to the Minister of Science and Higher Education, and produced a very extensive report about the problems, perspectives and educational opportunities of Iranian students in India. Again, in 1975, he wrote a guide pertaining to education and living condition in India, which was published by the Ministry of Science and Higher Education in Persian. Yet, it must be admitted that the education of Iranian students in Indian and other countries requires great attention and proper planning in order to have an even better result.

One of the major problems of the out-going Iranian students is the lack of knowledge of the English language. This particular problem leads to the frustration and loss of interest in their education wherever they go.

It is observed that the English language has been losing its identity as a language of one particular nation. It has gained international importance and has
become the gateway to all the modern scientific and technical development. Therefore, greater attention should be paid to the teaching of this language at primary and high school level in Iran.

The students planning to go abroad for their further studies should participate in an intensive English language program and orientation courses which should be established by the Department of Student Affairs, Tehran. All the Iranian students desiring to study abroad should pass the test of English language set by the said Department before going abroad for further studies. Interview with a Director General of this Department revealed the only 20% of the outgoing students do so.

Suggestions concerning the problems of Iranian students coming to India:

This investigation has revealed that there is no regularity about the enrolment of the Iranian students in India. The majority of them who come here get admission to the places not liked by them and courses which they do not want to study. They keep moving from one city and one institution to another in search of the
subjects of their choice, thus creating problems for themselves as well as for the Indian authorities. This fact has already been proved by this research. Again, it was proved that almost all of them come here without having the working knowledge of the English language. Many of them also come with a tourist visa and finally some of them come without having proper information about education and living conditions (Table-21,38). Therefore, the following suggestions may be put down for the kind attention of the educational attaché of the Indian Embassy in Tehran and the Iranian students are intending study in India.

In order to remedy the problem of English language the Information Department of the Indian Embassy in Tehran, may set up an English orientation classes in Tehran and all the prospective applicants should participate in those classes for at least a couple of months before starting for India. The students should be instructed to stick to the institutions and courses of study for which they have received their admission and this would save them the trouble of travelling from city to city in India in search of admission. Admission
procedures should be simplified and handled by the government agencies only. It was observed that an Iranian student paid twenty thousand Iranian rials to a private agency who got him an eligibility certificate for pre-engineering from the Punjab University, Chandigarh. After coming to India the student realised that he had no place to study because no college would accept him for engineering. This researcher has come across numerous such cases.

The placement of Iranian students through the government agencies of both the countries involves a long procedure and much of paper work. Application forms for admission in an Indian institution of higher education are to be filled out by the Iranian students and submitted along with a couple of recommendation letters to the Department of Student Affairs, Tehran, which is turn submits to the Iranian Ministry of Foreign Affairs and from this Ministry to the Indian Embassy, from the Indian Embassy to the Indian Ministry of Foreign Affairs, and finally to the Indian Ministry of Education and Social Welfare. This Ministry sends the applications to different institutions of higher
education during the course of time who either accept or reject the applications. Again, there are some students who have already come to India and wish to apply for the government nominated seats, who do so through the students cell of the Imperial Iranian Embassy in New Delhi. It must be submitted that the enrolment of the Iranian students through government agencies is a very lengthy and time consuming procedure and many students lose their academic year while waiting to receive their admission through the Indian Embassy in Tehran.

It was observed during the course of this investigation that a large number of foreign students, even Americans, Europeans and Canadians are studying in India. They are particularly attracted towards medical education which is perhaps the best in India. Although educated in the short period of five years time, because of numerous number of patience to examine and frequent dissection opportunities, the Indian trained doctors are perhaps the best in the world. It is very strongly believed that there is still room for about a hundred thousand foreign students who should be happy
to pay for the special education such as Medicine, Engineering and other professional course. They can be accommodated by proper planning and orientation with the implementation of the following suggestions.

1) The government should approve and fix the amount of capitation fees for each course of study from the foreign students.

2) Indian Embassies all over the world should be provided with a well equipped career guidance and counselling centre for education in India with trained personnel from the Institute of Vocational Guidance and Selections. They should supply the intending students with all literatures pertaining to educational opportunities in India. They should run language and orientation class for those students who have applied for admission in India. They should be impoverished by the colleges and universities concerned to select the number of students required by them and to collect the capitation and other fees on their behalf and finalise the admissions. The students should be allowed to proceed to India only after academic admission and lodging accommodation is confirmed. The students for each college or university should be sent
in groups and the college or university concerned should be informed to receive the students at their landings.

The colleges and universities should appoint a welfare official who should act as the foreign students' advisor and who could attend to all the problems of the foreign students.

4) The Foreign Students Cell at the Ministry of Education and Social Welfare should expand so as to be able to attend to the large number of students. The researcher visited the foreign students cell of this Ministry in 1977 and observed that there were only six officers in one room engaged in attending to the foreign students. For the smooth functioning of this affair it is suggested that a well organised Department, with at least 45 to 50 trained personnel be employed to handle such duties as placement, counselling, and orientation of foreign students in India. On arrival each foreign student should have a file at this Department and the students should be obliged to keep this Department informed about their educational progress, and movement in India. This department should function in co-operation with the educational representatives of different countries in India and also with their own immigration department. It is
also necessary to orient the foreign students to the rules and regulations of the country and should be warned that as a foreigner going against such rules would mean their deportation from India.

The object of this proposal is to have proper supervision on the foreign students in order to make their stay in India more comfortable and fruitful. It will also help the Ministry to have a statistically correct figure about the number of foreign students along with their places and courses of study. And thus should be able to report on the exact input and output of the foreign students in the Indian educational systems.

The Indian Centre for Cultural Co-operation may also expand its activities and render useful services such as counselling and guidance and to the foreign students. The existence of this organisation is perhaps not known to many of the foreign students. e.g. the researcher who has been a foreign student in India ever since 1948 cannot recall any occasion of either participating or observing any function by this organisation. Therefore, it is suggested that the Indian representatives
abroad should enlighten the foreign students about such organisations by handing out to them a pamphlet containing the list of agencies concerned with student services in India.

It is proposed that in view of the fact that there are a large number of foreign students in India and since their number keeps on increasing day by day, an yearly meeting should be called by the Foreign Students Department of the Indian Ministry of education and social welfare. All the representatives of different countries supervising their students here could be invited to participate in such meetings and the decisions about the perspectives and problems of the foreign students can be reviewed and implemented. This proposal is made on the ground that of late India has become a great centre for higher education for the students from the developing as well as developed countries. Such meetings would lead to the encouragement and proper organisations of this noble venture.

In the course of this research a couple of cases were explained wherein the Iranian students had several problems at the time of landing in India for the want of language to explain their cases to the customs and immigration authorities. Therefore, it is proposed to
set up a foreign students counter at Bombay and Delhi airposts, where the majority of foreign students generally land. The date and time of arrival of each country's plane is known, e.g. the majority of the Iranian students travel by Iran Air which has two flights per week between Bombay and Tehran. A representative of the Indian government along with a student supervisor from the Iranian Government should remain present at the time of arrival of the planes and in case of necessity they could help and guide the students. The representatives of the other countries may also follow the same practice.

It was observed by this researcher that the representatives of the British Council would receive, guide and help foreign students at London Airport. Again, in the course of this research the case of a couple of students who had brought Rs. 5,000/- Indian currency notes and the problems faced by them on the airport was reported. Again, it was reported by an Iranian student that an Iranian lady student had arrived in Bombay on Tuesday, 4th July, '78 by Iran Air with a large sum of Indian currency notes, which is against the Customs
Regulations and her money was confiscated. Her further problems are not known yet. In order to avoid such incidents, it is proposed that the Indian Embassy in Tehran should hand over to all intending visitors and students a leaflet in Persian containing at least such rudimentary custom and immigration information which should be observed by them. As there is no restriction on any form of currencies in Iran, currencies of different countries are freely available in the banks as well as in the open market and the Iranian students not knowing the regulations purchase such currencies either from a bank or the local market and on their arrival here are shocked to know that it is against Indian custom regulations. Therefore, if the Indian customs and immigration regulations are translated into Persian and handed over to the students before they come to India, such incidents will be avoided. The researcher discussed this proposal with the Assistant Collector of Customs at the Bombay airport who accepted the necessity of such a thing and proposed to hand over such regulations to any Iranian authority who would translate it into Persian and distribute it to the intending students in Iran. It was also pointed to him that the Indian embassy in Tehran can implement this proposal successfully.
It was proved by this research work that almost all Iranian students come to India without the working knowledge of English (Table 21). Therefore, it is proposed that the Indian institutions of higher education which are enrolling a substantial number of Iranian or any other non-English speaking foreign student, introduce an intensive course of English language either before or along with their academic courses. Some institutions like MIT have already started such a practice.

Although there are foreign students advisors in almost all the universities of India, with foreign students their presence is not strongly felt. Again, there are colleges with more than 100 Iranian students without a foreign student advisor on its staff. Therefore, it is proposed that the universities and Colleges should have experienced and linguistically proficient foreign students advisor who could converse with the students in their own language.

In the course of this research work it was also observed that a large number of Iranian students have clustered together into the cities of Chandigarh, Aligarh, Bhopal, Poona and Bangalore while, there is no
Iranian government representative in any of these cities to supervise these students and to carry out their official work. In order to renew their passports, receive their medical fees or to attest any of their certificated they have to travel miles to visit their Consulate General or Embassy to carry out their work. Therefore, it is proposed that an Iranian government representative who could attend to such affairs of the students be instituted in all those cities where there are 200 and over Iranian students. Of course, it is difficult to have permanent representatives in such cities. However, it would be possible to assign a rotating official who could visit such cities once a week. Materialising on this proposal is possible if the three representatives of the Iranian government in India namely, the Imperial Iranian Embassy, New Delhi, Consulate General of Iran, Bombay and the Consulate General of Iran, Hyderabad would have one official each to rotate in the areas of their jurisdiction and to attend and supervise the problems of the Iranian students. This proposal will save the Iranian students from a lot of travelling expense and waste of time. Of course, the persons selected for this service should be well versed with the Indian setting and the educational system in India.
One of the major problems observed in the course of this research was the academic problem because the Iranian students could not get admission for the course of their choice. Again, it was shown that Iran is facing an acute shortage of manpower particularly in the administrative and technical fields. The training of such personnel with special arrangements are feasible in India e.g., there are many private and semi-private institutions in India which would be willing to tailor special courses in management and technology according to the needs of the country. A prestigious institution for management studies has offered to organise an MBA course on an intensive basis specially for a group of Iranian students. It is also possible to enter into negotiations with the Indian Board of Technical Education and examine the possibility of their arranging short period technical courses on a special basis for the Iranian students. There are also other institutions in India which would be willing to render such services to the Iranian students. Therefore, it is suggested that the Iranian Department of Student Affairs should assign a representative to discuss the possibility of implementing such projects.
To conclude, it is proposed that both the Indo-Iranian government should accept the fact that a large group of Iranian students had been coming to India with the hope of pursuing useful education and to make their stay more productive and fruitful. Greater attention is essentially called for from the representatives of both the governments.

As India has full-fledged resources for higher education and it has become the centre of attraction for the foreign students, it is suggested that along with implementation of the given suggestions, further studies concerning the students from other countries may be taken up in order to find their respective perspectives and problems in India and to suggest guidelines for encouragement so that this noble venture could become a means of a paying Industry in terms of good will and economy and will turn India into an education centre for the rest of the world.

5.10 A NOTE OF IRANIAN RESIDENTS OF INDIA AND INDIANS IN INDIA:

The first sizable batch of Iranians who migrated into India were perhaps the present Parsees who migrated
in order to escape Islam that had befallen Persia in about the 6th century A.D. They landed at Sanjan (HG) where they settled and spread into India and today have them in the form of the Parsee Community in India.

There has always been visitors from Iran ever since then but the object of this study here is the present community of Iranians who are residing here as businessmen and although they are here since long they have preserved their nationality and culture. They have mainly settled down in Bombay, Poona and Hyderabad and their main business is restaurant business. They belong mostly to the Muslim group of the Shia Sect. Bahais. There are also a good number of Zoroastrians and. About 90% of these Iranians are from a province called Yazd, in Iran. The other 10% belong to the different occupational groups from different parts of Iran.

The Shia Sect of Muslim Iranian Community in Bombay, Poona and Hyderabad.

These are the three cities which are having the largest number of Iranians in India. Perhaps 98% of the Iranian residents are living in these 3 cities. In Hyderabad there are about 150 families who are
mainly dealing in restaurant, hotel and bakery businesses. Socially and culturally they are very closely connected having their own muslim association, prayer places and occasional gathering. The grouping of the Iranians in Hyderabad is perhaps more recent as compared to the other cities. It was only after the Indians independence that the Iranians were attracted towards Hyderabad and many residing in Bombay and Poona have developed a flourishing business there. They have an association called "Anjooman-e-Ittehad Iranian" which means the united Iranian association of Deccan. Almost all the Iranian residents of Hyderabad and Secunderabad are the members of this association, for which they have to pay very nominal fees. This association has a President Vice-President and a Secretary and members of the committee. It looks after the social as well as religious problems and also runs a school for Persian and religious teachings. The disputes among the members are generally brought to the association for settlement and most of the disputes are settled within the premises of the association and rarely does it go to the court. Even social disputes such as divorce, marriages and other cases are generally settled by the association. They do not have the power to punish anybody, nor to enforce their verdict on any
of the disputing parties, but the parties find it their moral duty and a social obligation to follow the judgement of their association. They also look after their death and religious ceremonies. They have a Mosque with a priest, financed by this association. During the month of Muharram and Safar; for two months, religious recitations are held at the premises of this association at a place called the 'Imamwada' to mourn in memory of Hazarat Imam Hussain the grandson of Prophet Mohamad who was martyred at Karbala, during the lunar month of Moharram. On the 10th of this month a large quantity of Niaz (Kichra) is cooked and distributed by the said association. For this purpose about Rs. 10,000 is spent every year which is collected by way of donation from the Iranian residents there. Other social gatherings such as marriage, national celebrations etc. are held at the premises of this association. In other words it is a centre of community meetings. Since the last decade these people have realised the value of education and much importance is attached to education. Now almost all the children above the age of four are attending Indian schools there.
Zorashtrians are few in Hyderabad and Secunderabad and they don't have any centre for community development but they do have a fire temple. Besides Hyderabad and Secunderabad, there are a few families scattered around certain places like Warrangal, Zahirabad and so on.

Poona: Poona has perhaps, the largest number of Iranians in the whole of India. There are about 250 families of Iranian residents consisting of muslim Shias, Zorashtrians and Bahais. Here again the Shias have an association similar to that of Hyderabad, a Persian school and a Mosque that is financed by the association. The business of the Iranian residents here is mainly restaurant keeping and bakery business. Their association looks after all religious and social problems of its members. The community is highly motivated for higher education and hardly any son takes up the business of his father, with the result that as soon as they finish their education, they return to Iran for a better and prospective job and thus the number of Iranians and their restaurants goes on decreasing. This researcher visited Iranian restaurants in Poona and found that, in none of these restaurants an Iranian below the age of 30 is employed. i.e. I most of the youngest
are engaged in education.

One of the reasons that many Iranians have settled down in Hyderabad is because of their flourishing restaurant business and because of the cultural affinities that they find in that place which makes them feel at home. But Poona as far as business is concerned is not very attractive. Although the restaurants are running well, it is because of the good climatical conditions of Poona, closeness to Bombay, cheap accommodations and low standards of living, these Iranians have preferred Poona to the rest of the country. But the number goes on decreasing day by day as the young ones keep returning to Iran after graduation.

Bombay: Bombay perhaps has been known to be the most important site for the Iranian residents since ages. There are trusts that show that over a hundred years ago there were Iranian businessmen in Bombay who had flourished in export business and have developed Shipping companies such as the Moghul Lines and established schools and other charitable institutions here. There were families of Amino-u-Tojjar, Namazis, Shushtaries and Shirazis, who although were Iranians, did not claim the citizenship but have left their names in the form
of Trusts, schools and Mosques. Namazee families were well known scholars, one of them rose to the Mayorship of Bombay and one of them Mr. N.K. Namazee is a retired judge of Bombay High Court and a well known lawyer even today. These families have stayed here for their whole life and some of them have not even seen Iran, yet they have not given up their culture i.e. they speak the Persian language, and follow all the rituals and ceremonies that are connected with the Iranian society. Most of these families have selected India as their home and though eligible have not bothered to acquire the Iranian citizenship.

Like the muslim families that are mentioned above, there have been many Zoroastrian families who have likewise settled down in India and acquired Indian citizenship. But because of the late flourishing of Iran and the Shahenshah's personal attention for rehabilitation of the Parsees and Zoroastrians many educated members of the community have returned to Iran.

The Zoroastri Association of Bombay:

Presided by Dr. Jahangir Irani, this is an association of the Iranians belonging to the Zoroastri community. There is very little difference between a Zoroastri
and a Parsi. While both of them are one and the same, following the same religion of Zarthost, Parsi means a resident of Pars or a person who has come from Pars. Pars is attributed to a place in Persia i.e. Iran. So the Zarthosties who escaped Islam during the 6th century A.D. and took shelter in India came to be known as Parsi. But those who came during the last century as businessmen are known as Zarthostis. Even in Iran they are known by the same name.

This Zarthosti association is different from the Parsi association. This association is meant for the Iranian Zarthostis only, and it governs the affairs concerning them. Like any other Iranian association it deals with all the social, economical, religious and other problems of its members. It acts as a mediator between the people and the authorities of the government of Iran. It holds social gatherings and other national celebrations to entertain the members. It gives recommendation letters introducing different persons to the consulate general of Iran for any kind of business. They provide funds for the education of the needy members and help them in pursuing their education. They conduct guidance and counselling to the Iranians who plan to take up suitable situations in Iran.
They act like social workers, and social reformers holding the community united together and rendering to it all the necessary services.

The Shia Muslims Yazdi Association of Bombay:

It is also known as the Anjuman-e-Fatoowate Yazdian. This association as the name indicates belongs to the Shia Muslims coming from Yazd—as said earlier that over 90% of the Iranian residents in India are coming from the province of Yazd. One does not know actually when this inflow of the Yazdis into India started, may be from 1919. The reason why all these people have come from one particular province and are engaged in one particular business is perhaps because Yazd is a part of the great Kavir Desert in Iran, absolutely dry and hot. The main pursuit of the people had been agriculture. Quite often the season would fail and starvation would follow and that is why the majority of its inhabitants got scattered all over the world, and the majority of these Iranians migrated into India during the years 1920 onwards. In January 1969-70, the Shah of Iran had come to India for a state visit. When he was receiving the Iranian residents in Bombay, the late president
of this association Mr. A.R. Kozemi explained to him that the Yazdis have to stay away from their country because their region was dry. But the Shahenshah explained that they had turned the dry regions into industrial areas and today there was no necessity for any Iranian to stay away from his country for such reasons. So, the reason for the first migration of the Iranians to India was the attack of Muslims during the 6th century A.D. and the second one was due to famine and starvation that overtook a dry part of Iran, during the first part of the 20th Century.

The Iranian association of Bombay was set up with the help of a group of Iranians in the year 1925 on 25th September with the following aims and objects.

With the help of this association, the Iranian Shia Community of Bombay are highly benefitted. Their present duties are as follows:

1. To give financial help to all the needy Iranians according to their needs.

2. To give educational loans and assistance to the members.

3. To provide passage fare to the Iranians who cannot afford to travel back to Iran.

4. To settle the disputes between the community members.
5. To recommend the members for any kind of official work to the Consulate General of Iran, like securing passports, birth certificate, etc.

6. To write and execute the will of the members.

7. To run girls schools and to finance them.

8. To organise social gatherings, and celebrate the National day.

9. To perform the religious rites such as holding recitations of religious teachings for the month of Moharram and Safar and other ceremonies to commemorate the birth and death of the Prophet and the twelve Imams.

10. For that purpose every year a preacher is called from Iran at the association's expense.

11. To perform any other duty that may arise in the course of time for the benefit of its members e.g. organising Haj pilgrimages during the time of Haj and attending and even financing the sick members who have nobody to look after them.

Although this association is considered to be the centre of the Iranian community, there is a tendency among the younger generation to stay away from it. Recently some young students from Iran have ventured to
teach religious obligations to children and the youth and they conduct classes where the boys particularly participate and learn about their religion. Some principles of the Islamic philosophy is also taught by the preachers who often visit India at the expenses of the association.

This association is situated in a newly constructed six storyed building in which the ground floor is used for the gatherings and religious ceremonies for men and the first floor which in some parts overlooks the ground floor is meant for the ladies. The second floor is used for the assembly hall and the office of the Trusts. The association has a President, Vice President, Secretary and Committee Members who are elected by the members every three years. The said association has a Trust which is managed by the trustees who are more or less among the committee members of the association itself. All the buildings and businesses and incomes belong to the trust of this association. The source of their income is mainly from a bakery, and rents from four buildings that are owned by the trust.

The Iranian Shia community of Bombay culturally look
very much like the Iranians of two decades ago. They have remained untouched by the present socio-cultural change in Iran. There is a great seclusion between males and females and they rarely assemble in one place. Even in modernised marriages a separate section is always set out for the ladies. They also follow the purdah system which is becoming a rarity in Iran. Of late the whole community has become aware of the necessity and importance of education, and both male and female are trying very vigorously to pursue and obtain educational qualifications. There is an observable trend for change in this community. Yet the religious rituals are hardly influenced by the time factor. The mourning that is observed during Muharram is exemplary throughout the world. The self beating with knife and chains by the members of the community is not seen anywhere else in the world. The researcher has personally seen this, but such religious rituals were not witnessed by him in any part of Iran (The photographs attached).

Literacy among the younger generation of this community is 100%. Both male and female are fruitfully engaged in education, but because of competition with the Indian students for seats in Medicine and engineering their success is limited and perhaps it is impossible.
The government of India has allotted a limited number of engineering and medical seats for the Iranian students which are allotted through the Indian Embassy in Tehran, to the applicants who are recommended by the Ministry of Science and Education in Iran. But unfortunately the children of Iranian residents here cannot on their own get admission to such courses though they have good working knowledge of English. Some two years ago this association wrote to the Ministry of Foreign Affairs and the Ministry of Education in Iran, requesting them to negotiate with the Indian authorities for the allocation of a few engineering and medical seats for the children of Iranian residents in India, but so far it has borne no fruit. It is still hoped that something is done to secure some seats for these students.

Indian Residents in Iran:

The Anglo Iranian Oil Company used to draw the majority of its semi-skilled and unskilled labourers from British India. Many Indian settled down in Iran and married Iranians over there. These groups of Indians came to Iran in the last quarter of the nineteenth
and early twentieth century. They mainly lived in southern part of oil producing regions of Iran like Abadan, Khurs
shar and others. After the nationalization of Iranian Oil in ninety fifty. Some of them returned to India but the majority of them remained there and obtained Iranian citizenship.

The second group of Indians are from business community who mainly dealt in motor parts, films and export-import business. This group had mainly settled down in Tehran where they have their own high school, temple and community centre. They are having big business like houses and offices and some of them like Hindujas are highly influenced too.

The third group of Indians are those who have come down to Iran to offer a helping hand in the industrial and educational growth of the country. They are the last group of Indians who have come to Iran between 1960 and 1980. They consisted of about two thousand four hundred doctors, about four hundred teachers, about a thousand engineers and over ten thousand technicians, nurses and semi-skilled labourers. This fruitful coexistence of Iranians in India and Indians in Iran is mainly due to the great cultural affinity between the two nations and cordial relation between the government.
CHAPTER V

01 Interview Sharifafshar, Director, Department of Student Affairs, Iran.
02 Murica Peter C.; Op. Cit. p. 23
03 Hughes E. J.; Op. Cit. p. 30
04 News Paper Cutting based on UNESCO Report
05 Interview Principal, Father Agnel's Technical College, Bandra, Bombay
06 Interviewed Massa M.A., Tabriz Bearing Company, IRAN
07 Report of (NTIS) National Technical Information Service U.S.A.
08 Interview Gulam Ahmed, Principal Bharani College, Bombay 10
09 Interview Director of Correspondence Course, Bombay Univ.
10 Krushchen, as quoted by Bradley George Z. P.; Op. Cit. p. 289
12 Reported by Shah of Iran during the Seventh Conference for the evaluation of Educational Revolution at Ramsar, Iran.
Post-Script:

This research work was due for submission in 1980. The major part of it was completed when the great social change took place in Iran and the Monarchy was replaced by Islamic Regime in 1979. In the course of this change, there was great reshuffle in the Iranian government organizations and many ministers, officials military personal and intellectuals lost their lives, jobs or property. This researcher was one of them who lost his job and his source of living. Therefore he could not afford to complete and submit this research work till today.

This work essentially belongs to the Pahlavi period and covers mainly the development of higher education during the reign of Mohammad Raza Phalavi, the last monarch of Iran dethroned by the Islamic Republic in 1979.

An attempt has been made hereafter to produce a brief record of higher education and student affairs of the post revolution period i.e. the Islamic Republic of Iran with the help of interviews, medias and other reports. But before recording the interviews it is assumed that (1) The revolution brought about
a temporary disjunction in education and particularly higher education system in Iran. Universities and colleges were closed in the early two or three years of Revolution. Because of war with Iraq the need for medical assistance was felt and therefore the first batch of the students that were enrolled was for medical studies. Because of the socio-economic conditions the number of Iranian students going abroad for further studies were limited and only selected candidates for selected courses. Theology became part of higher educational studies in Iran. Many students that were studying abroad were reluctant to return to Iran after their graduation. Many restrictions were introduced by the Iranian government to discourage the students from studying abroad particularly in India. That lately there is a great attention towards education and there is a massive introduction of different types of institutions for higher education.

To prove these assumptions a number of interviews have been conducted and media have been studied. The first interview was with professor S.M. Hussaini, the managing trustee of Iranian trust of Bombay and a prominent figure among the Iranian students. He believes
that the Revolution was aimed at destroying whatever Iran had achieved in the field of technology, economic and education during the last fifty years. He said "Revolution was not for Islam but against it," to him revolution abruptly destroyed the education system, because all the educational institutions were closed down after the Revolution and the students were sent to war rather than schools and college. They were motivated for martyrdom rather than education. He further said, even when the educational institutions were started after three or four years "every thing was changed right from the course of study to the dresses and faces of the teachers and the students".

The second was a telephonic discussion with Mohamed Kazem Shamirzadi a research scholar in Educational Management at Bombay University on 7-5-89. While he agreed on many points with professor Hussaini as to the closer of the institutions in the first and second years of revolution and changes in subjects, he was more optimistic about the post-revolution students affairs in Iran. Being a scholar of Educational Management and because of his constant visit to Iran his information can be more realistic. He furnished a detailed information about (1) education planning (2) educational
expansion (3) students welfare (4) courses of study (5) facilities for the students study abroad and many other informative reports such as forming of high command to handle education on a war footing.

As for the Educational Planning and organization he said that there is a High Command plus the ministry of culture and higher education. The ministry of education and the ministry of medical education are in charge of planning and organization of education in Iran. He said that a great importance is attached to medical and pre-medical studies and over two hundred courses of short term and long term medical studies health and hygiene have been introduced throughout the country. He did mention that on the out break of war with Iraq, need for doctors and medical assistance was badly felt. Therefore, the first batch of students were enrolled for medical education, and as many as fifty specialised new medical courses were introduced in the institutions of higher education and a new ministry called the ministry of Medical Education was formed and look after planning, expansion and growth of Medical Education in Iran. Gradually other courses also started and almost all the institutions of higher education were functioning in the third year of the Revolution.
About the number of participants in the national test for entrance into the institutions of higher education, he said there were six hundred and fifty thousand students last year out of which seventy thousand were accepted into the universities for degree courses and forty one thousand were accepted for the post-high school diploma courses by institutions run by the ministry of education. Besides, a large number of students joined private universities and colleges which charge a very high amount of tuition fees. Some students could also enroll at Noor University which offers correspondence courses. Again different ministries run classes for the education and training of their own staff members.

Therefore, according to him the problem of higher education is reduced and that is why the government does not allow the high school graduates to seek further education abroad. But post graduate students with selected subjects are allowed to go abroad for further studies.

**Students to Study abroad**: There are three type of students that study abroad (1) High School students prefer diplomas on a private basis (2) Graduates and
post-graduates sponsored by the government and (3) graduates and post-graduates on a private basis. The second group is sponsored by the government although they pay for their education, they receive some student facilities in the form of (1) exchange at bank rate, (2) free exit facility (3) forty percent fare concession and (4) free passport. The first and third group do not receive student facilities i.e. they have to buy exchange in the open market which is more than hundred times costlier. e.g. the bank rate of Indian Rupee has been, a rupee to ten Iranian rials. A rupee was available at seven rials in the open market before the Revolution but it costs around sixty rials now, although to the bank rate is a rupee/ten rials. The same is the case with other currencies. Therefore a private student can hardly offered to buy foreign exchange from the open market for the period of his education abroad. Again such students do not receive fare concession and each time they visit Iran they have to pay about two hundred and fifty thousand rials for exist visa and airport tax when they want to leave the country. Yet another difficult problem is that after graduation their degrees are not honoured in Iran and they are asked to appear for a test over there.
The fact remains that the students are discouraged from going abroad in order to save foreign exchange, as the economic condition of the country is critical due to the eight years of war with Iraq, and because the government felt that the students would lose their faith while in a foreign country.

The main hurdle in the way of the students who are studying abroad was a recent creation of grading system of the Indian and Pakistani institutions of higher education (paper cuttings attached). The attached paper cutting shows the graded institutions of higher education in Pakistan. Similarly the Indian institutions have been graded and degrees obtained from the third and fourth grade institutions are not valid in Iran.

On 27-1-'89, this researcher was approached by a group of Iranian students in Pune and they complained about this baseless grading system in Iran. The students were afraid to disclose their identity but wanted the researcher to give a write-up in the local newspaper about their complaint. So the researcher gave an interview to the Maharashtra Herald explaining his wonder as to how could the Iranians qualitatively grade over thirty-five thousand colleges and over a thousand universities of
India. He stated that when he had been the chief evaluator of foreign degrees in Iran he had been asked to devalue the degrees of Anwar-Ut-Uloom college in Hyderabad. He had refused to do so because that would have meant interference into the internal affairs of India. (Paper cutting from Maharashtra Herald Pune January 30, 1989)

On the same day the researcher attended a meeting of Scientific Association (Kanoon Elmi Daneshjoojan Iran) of Iranian students at Fergusen College and had a chance to find that out of fifty four members of the association, thirty two were Ph.D., nineteen were M.Sc. and three were graduate students.

In another interview with an Iranian lecturer in Pune, it was disclosed that a large number of Iranian students have completed their education but are reluctant to return to Iran. Many of them have started working. Five Iranian doctors were practising in Pune. They and some lecturers have settled down by obtaining refugee status from UNHCR, New Delhi. The same is the case throughout India but PUNE has the largest number of Iranian students.

In another interview with Mr. Ahmed Nikolomand, an Iranian who mainly deals with the official work of Iranians
and runs a guidance and counselling centre in Pune stated that many Iranian families have come down in order to have their children educated over here. He pointed out, over twenty such known families in Pune. He confirmed that the number of Iranian students in Pune has declared. There has been very few new comers and only the pre-revolution students could be seen. There he feels that the students are reluctant to go back to Iran because of the war and high cost of living over there.

A mullah, syed Yabys Razvi who had come from Iran for religious ceremonies was interviewed in Bombay on the 14th April, 1989. He stated that education and particularly medical educational development and programming has been taken up on a war footing now. There is extensive expansion of educational institutions all over the country, private parties are encouraged to invest in educational institutions. He says "Theology is a part of our life and our education system is a mixture of medicine, science and theology. Theology has been introduced on higher educational level too. Among the persons interviewed, the majority have revealed that the young boys were mainly encouraged to go to war rather than to schools and colleges. They took pride to
be killed in war and the propaganda machinery was so powerful that even the parents would send their children to war and when they were killed parents would congratulate each other because their sons had attained martyrdom.

"Qym Iran", a journal by the Iranian Resistance group led by Shapour Bakhtiar, published in Paris in its issue dated 25th September, 1986, quotes from the speech of the Iranian minister of education Mr. Syed Kazem Akrami as saying that "war is more important than schooling" he had further explained that in the seventh year of war "if we cannot provide schools, books and teachers, we can provide the war front where you can defend their country and Islam." (paper cutting attached) A research scholar from the department of Punjab Agriculture University, who refused to disclose his identity, stated that high school graduates are not allowed to leave the country in order to preserve a ready fighting force to defend the country in case of another war with Iraq. According to him, students should study useful subjects such as science, technology, medicine and pharmacy. Subjects such as Arts, History, Geography and Literature are useless for the country.

In conclusion, a book named "Projects and activities
of University Crusade" may be reviewed here for further support of the early assumptions. This book was printed by the Department of Culture and Propagand on the completion of the third year of cultural revolution in Iran in 1981. This was perhaps the second year of war with Iraq. In the first chapter, there are pictures of three hundred and six students from different universities in Iran that had perished in the very first year of war. In the second chapter, it discusses about projects and activities concerning medical studies. In this chapter, different projects concerning health and hygiene have been studied. Special attention has been paid to the preparation of relief and first-aid experts for the wounded soldiers. It has also attempted the production of some life saving medicines and antibiotics that were in short supply in Iran.

The third chapter is about engineering and technology. Attempts have been made to invent, construct and produce all that could be useful for a nation at war. It should be admitted that some of their achievements have been remarkable.

Chapter four deals with social and human sciences. It programmes the rehabilitation of a large number of
refugees from war zones, helps in establishment of home and small scale industries for the displaced persons and production of tents on a large scale. It also deals with other aspects of education and growth in different categories of the Iranian society.

In the chapter on Agro-industries, the people in different zones of the country offer valuable information about agricultural techniques and hybrids in cattle breeding, poultry, etc.

Although most of these projects were conducted by the universities with the help of revolutionary guards and their own staff, these had nothing to do with students participation and academic programmes but a kind of business to keep the university personnel busy. That confirms that universities did not function in the early years of the Revolution. There is no mention of academic studies but of the projects in which either villagers, agriculturists or on the job trainees have attended the projects. In some projects, there has been two or three participants only. But this shows the over enthusiasm of the people to work, produce and invent new vistas on a war footing.
From the above interviews and studies, it may be summed up once again, that (1) all the institutions of higher education were closed after the Revolution and education was at stand-still for the first two or three years in Iran (2) Because of the war, shortage of doctors and medical assistance was felt and therefore, students were enrolled in medical and para-medical courses (3) At present there is a massive expansion of educational institutions and organizations (4) A high command and a special ministry for medical studies were added to the two existing ministries of science and culture and education (5) Many enterprising concerns have entered the field of education and are establishing private colleges and institutions all over the country for financial gain only. (6) The importance of paper qualification to some extent replaced the experience and qualifications. (7) Students are enrolled without proper attention to the availability of facilities for education e.g. It was reported that Tehran University School of Medicine with the capacity and instruments to train fifty students enrolled over two hundred of then in 1988. (8) High School graduates are banned from going out of the country for further education through government channels and only post-graduates with selected subjects could go abroad.
(9) A large number of students that had been studying in India did not return home after their graduation. They have either taken up a job or obtained refugee status from the United Nations High Commission for Refugees in New Delhi. (10) The baseless grading of Indian Universities has created a great hurdle in the way of Iranian students. (11) The main reason for discouraging the students from studying abroad seems to be Iran's poor economy which is caused by its long war with Iraq.

Finally it may be assessed that, the present Iran stands on a crucial cross-road and it may either march with giant steps toward educational, economic and technical development like the post-second world war Germans or the massive educational expansion without proper planning, organization and instruments might deteriorate the quality of education and bring about a total disjunction in their higher education system.

Now that Aya Tollah Khomeni, the supreme leader of Iran has died, it is to be seen if any changes are brought about in the country by the new leadership.