CHAPTER I

1.1. INTRODUCTION:

Until the first quarter of the 19th century, higher education in Iran was mainly the monopoly of the elite and the religious preachers. Education was mainly theological, taught at the "Medressas" by priests for the training and education of the religious teachers who would become preachers and preach Islam.

The present system of Higher Education in Iran started at about mid 19th century when the 1st modern institution for higher education known as a Darul-fonoon a kind of military and technical college was established in Iran. Although Iran was well known as an ancient seat of education and as Ganguli has pointed out the ancient Indian scholars used to go to Iran in order to pursue their higher learning. This was a country that was well equipped with institutions of higher learning as far back as 2,500 years also during the reign of Darius, the Great, with well equipped institutions, libraries and innumerable books on astronomy, medicine and so on.

The unfortunate and continuous barbaric attacks of plunderers of specially Changiz Khan, Taimur the lame, and
other aliens led to the destruction of many valuable books and libraries in Iran. The country that was well known for its higher education fell back into illiteracy and thus remained backward. While admitting that, on proper planning, administration and production of higher education, depends the future progress, prosperity and productivity of every nation. Iran did not have any proper planning organisation and administration for introduction and expansion of modern education.

About sixty years back a soldier named Reza Pahlavi rose against the king, Ahmed Shah the last from Gajar dynasty, dethroned him and declared himself the King of Iran. It was the time when Iran was passing through the greatest turmoil of poverty, illiteracy and ignorance. The Iranian oil which was the main source of their income was leased out to the Britishers at a very normal return. The main activity of the people was agriculture which would often fail due to weather conditions. Reza, although uneducated had profoundly been influenced by the reforms of Kamal Ata Turks of Turkey and tried to uplift the country by introducing those reforms. But people were not ready for it and the mullahs opposed him specially for abolition of Parda System in Iran. Yet he acted vigorously with
determination and brought about many improvements in administration, education, transport and so on. Unfortunately the second world war started and Iran was involved in war with Russia and Britain and defeated by both. Reza was shifted to Muria Islam and put to dust while his young son Mohd Reza Pahlavi was chosen as his successor. Mohd. Reza acted more tactfully than his father. Managed to nationalise the oil with the help of his renowned Prime Minister Dr. Mossadeq and then increased its price and formed the organisation of oil producing countries, thereby brought about a lot of money to the Arabs and Iranians.

Along with economic growth education also developed in Iran. It was in 1934 that the first university of Iran was established (Tehran University) and later higher educational planning was entrusted to the Ministry of Science and Higher Education which came into being in 1959 to have the guardianship of all the affairs that concerned higher education in Iran along with the Ministry of Education who was in-charge of primary and secondary education. So Tehran University heralded the beginning of modern higher educational system in that country and the Ministry of Science and Education took the first step in its planning.

In order to have educational strategies programmed and
implemented on a revolutionary manner, different organisations were besieged to fight illiteracy. Education was given the highest priority and it was adopted as an important point initiated by the 'White Revolution.' A commission known as the "Educational Revolution Commission" was set up whose first meeting held in August 1968 to assess and evaluate the programs, progress and future planning of education and higher education in Iran. During this session the commission charged the Ministry of Science and Higher Education, Universities and other institutions with the task of educating Iran. It also issued many directives towards updating, financing, planning and administration of educational system in Iran. It also suggested that because the government had to finance the educational institutions, (Table 1-1 shows the sources and amount of financing) the rate of progress, quantity of work fulfilled and the quality of scientific output of the universities and research establishment should be assessed, and every effort had to be made to raise the level of efficiency and productivity of these institutions and also to reduce their administrative and per student expenditure.

This committee was to hold meetings in Ramsar every year to examine the total affairs of all the educational institutions and to suggest betterment, discuss different
Sources and Amount of Finance for Higher Education in Iran 1966-67 to 1972-73

TABLE 1-1
(In Thousand Rials)

<table>
<thead>
<tr>
<th>Description year</th>
<th>Public Funds Aggregate %</th>
<th>Private Funds Aggregate %</th>
<th>Grand Total Aggregate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966-67</td>
<td>95.6</td>
<td>4.4</td>
<td>100.0</td>
</tr>
<tr>
<td>1967-68</td>
<td>93.1</td>
<td>6.9</td>
<td>100.0</td>
</tr>
<tr>
<td>1968-69</td>
<td>94.7</td>
<td>5.3</td>
<td>100.0</td>
</tr>
<tr>
<td>1969-70</td>
<td>95.5</td>
<td>4.5</td>
<td>100.0</td>
</tr>
<tr>
<td>1970-71</td>
<td>93.8</td>
<td>6.2</td>
<td>100.0</td>
</tr>
<tr>
<td>1971-72</td>
<td>94.0</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>1972-73</td>
<td>94.5</td>
<td>5.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Index 1966 - 67-1</td>
<td>2.9</td>
<td>3.7</td>
<td>2.9</td>
</tr>
</tbody>
</table>

(1) Includes current and capital funds


problems and sort out their solutions. Ever since 1968 this Commission meets every year under the Presidentship of the Shahenshah and other educational authorities, hands of the universities and so on.

What they have planned and achieved during these nine years of the life of this Commission is fairly good but unsatisfactory. Propagation of its achievement brought about greater awakening and urge for education among the people.

As indicated by the "Institute for research and planning in Science and Education" in 1973 the population of Iran was estimated at 31 million in 1972 while now after 6 years it is well over 35 million and the structure of the population as divided in four age groups are as follows:

Table 1-2

<table>
<thead>
<tr>
<th>Age</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>18.5</td>
</tr>
<tr>
<td>5 years - 29 years</td>
<td>53.2 (E.P.A.)</td>
</tr>
<tr>
<td>30 years - 65 years</td>
<td>25.1</td>
</tr>
<tr>
<td>65 years and above</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
And as the said Institutions have pointed out "The characteristics of Iran's population indicates a rapid tempo of growth, a tendency towards urbanisation and is structurally young."

The rate of population growth in Iran is no doubt very high and this rate is due to expansion of education as well as increasing birth rate. At the moment Iran is economically well off and is facing acute shortage of manpower. The labour market has attracted a great number of labourers from neighbouring countries like India, Afghanistan, Pakistan and Philippines. Not only the labourers but even qualified personnel like doctors, engineers are flooding the country. It is understood that the number of population added during the last 3 years has been mainly due to migration of foreign workers to the country and returning of the Iranians who had been residing abroad.

Much was done in the field of primary, secondary and higher education in Iran. To tackle the problem of illiteracy the conscriptives for compulsory military training were trained as teachers and sent to remote villages where they could easily set up schools and teach the knowledge of reading and writing to everybody irrespective of age and sex, thus creating a desire for education in every member of the society. The scarcity of seats at primary and secondary schools were
brought under control by introducing sufficient schools in the country. But the main crisis now shifted to the field of higher education where the supply was very short compared to the demand. There were only thirty seats available to every 100 applicants to the institutions of higher education i.e. Many of high school graduates could not be accommodated for higher studies. During the academic year 1975-76, there were 20 universities of higher education engaging about 151905 students at different levels of studies. But a large number of students found the institutions that offered a 2 year post high school Diploma. The number of applicants for the institutes of higher education during the said academic year had been about 300 thousand and the number accepted was about 30000. But chart 1-1 which covers from 1970 to 1974 shows that only fifteen percent of the applicants are admitted at universities.

Therefore, Iran had a great shortage of higher educational facilities whereby it could not cope with the great demand for higher education and over 70% of the students left out of higher education. Many of them had to pursue their further studies in other countries. There is a massive all out effort towards establishing new institutions of higher education and training of new teachers. In 1973-74 alone eight universities and many other institutions of
higher education were added to the lot, but the demand was so great that to cope with it was rather impossible.

Hunger for education which is the second greatest hunger of the world was very badly felt in Iran, especially intensified due to military corps educational program, massive industrialisation and economic growth. Therefore, education became one of the greatest problems of this society. It was mainly due to the limited higher educational facilities and the sudden educational explosion because primary education had been handed over to the military corp who awakened the sleeping giant. From all walks of life there was a great urge for reading and writing which ultimately led to the great demand for higher education and all of a sudden the number of applicants for the institutions of higher education went from 100 thousand in 1975 to 300 thousand in 1976. It is interesting that this extraordinary explosion took place exactly after 12 years of introduction of literacy corps in Iran.

In the course of this research work and an attempt has been made to analyse the following assumption:

(1) That compulsory military service and literacy corps have been responsible for the demand of higher education in Iran. Lack of higher educational facilities brought about the greatest educational crisis.
(3) That many talented students would not get an opportunity to pursue their further studies in Iran so they would proceed to any country where they could continue their further studies. The main emphasis is on that particular aspects which leads to the education of Iranian students abroad.

(4) That these students going abroad, faced with some uniform problems throughout the world while they had some particular problems in India.

Focus of Study: The proposed study shall focus on the system of higher education in Iran in general, the system of Iranian students going abroad with a description of facilities offered to them by the government in the form of counselling, placement, scholarship and so on. It shall also give a country-wise comment of some countries where these students are studying. The particular focus of study will be on the prospect and problems of the Iranian and to show reasons for the sudden rush of the Iranian students towards Indian Universities. As Ganguli said there were only 74 Iranian students in India in 1968 and now the official figure stands round about 3800 while unofficially there are over 6500 Iranian students in India. Their geographical and institutional distribution, their fields of study, their views about education in India, their social, political, economic, health, hygiene, food and other problems.
There are over 50,000 Iranian students abroad and so far such study was not undertaken anywhere within or outside the country, although it was necessary as such studies would give an idea about social, political, geographical, educational and living conditions of a country where the students would take up their studies. This study will furnish information about such conditions in different parts of India. The researcher has had all his education in India and have travelled extensively during the course of this research and should be able to reproduce a total picture of socio-geographical conditions along with educational opportunities in India.

Methodology: By participant observation, field investigation, questionnaire, opinion pooling, interviews and library research.

A. For field investigation the investigator has visited different cities and institutions and recorded the statement of many students as well as other education authorities. The details follow.

B. Participant observation: In this technique he has studied the life of a group of Iranian students in Bombay, stayed with them and observed their socio-cultural behaviour, and has recorded them accordingly.
C. Questionnaire: In this method he has formulated questions that would cover their academic, health, social and other problems and got them filled out by random sampling in Poona, Bombay, Manipal and Bangalore. The result will throw a light on different prospects and problems of the Iranian students in India. The questions are set in such a manner that actuality is not suppressed.

D. Opinion Poling: In this method he has written to the different heads of the institutions and authorities who in one way or other dealt with Iranian students in India and asked their opinion by post.

E. Library research: Some of the portions required library work for which he has conducted intensive library studies, for some of the written materials about the existing system of education in various parts of the world.

F. Interview: He has interviewed many educationists as well as the Iranian students and authorities and recorded their statement.
1.2 Some Educational Theories:

The origin of education may be traced to the dawn of civilization. The Vedic injunction of "Know thyself" enjoined on the seekers to first gain self knowledge from which all subsequent knowledge will inherently emerge. The obtrusiveness of this saying was sought to be mitigated, amongst others, by Prophet Mohammad nearly fourteen centuries ago by proclaiming the need to "Seek Knowledge from thy cradle to the grave." This process of education started simultaneously with the formation of human society and the two have been intertwined in some form or the other ever since.

From the primitive times, when knowledge of hunting, fishing and food gathering came to be acquired, to the advanced complex and systemised bodies of knowledge in the multidisciplines of today, man has been engaged in a continuous process of learning and adapting the most appropriate understanding in the control of his environment towards his quest for perfection. The evolution of his thinking refined the quality of his education. Thus "the history of education reflects the history of society and the history of thoughts." 8

In the early stages of civilization the skills were
transferred involuntarily as contrasted with the practice of today, when learning is far more coherent, systematised and purposeful.

Eminent thinkers from Plato down to Rousseau, James Mill, John Dewey and others have propounded many workable theories of education. Some were often vague, impractical and lacked scientific proof. But, T.W. Moore has tried to defend these educational theories and has argued that the validity of an educational theory may best be judged in terms of the various assumptions made in it. He illustrates and reviews some historical theories and believes that inspite of their short-comings, they have something valuable to offer to the practicing teachers, educationists and others concerned with the field of education. He advocated a workable general theory of education that could benefit by other disciplines such as psychology, sociology and philosophy.

Most educational theories are suggestive of their social importance. Gillin qualified education as "any method whereby culture including, not only social heritage of traditions, customs and institutions from the past but also new knowledge and techniques are transmitted from one individual or group to another individual or group. It involves both learning and teaching and is vitally necessary for the continuing existence
and functioning of any society," Other processes of human culture such as diffusion and acculturation are the phase of the broad educational mechanism. Theories of education have been abstract up to the time of Herbert Spencer who wrote his essay "What Knowledge is most worth" over a hundred years ago, wherein he pleaded for "Practical education" and set the beginnings of educational sociology.

Theories of education abound in number but to sum up their essence in the words of Richard Mckenon who states, "The educational theories and practices of people and times are determined by prevailing social relations and values and by available knowledge and attitude towards its use." Significant light is thrown on higher education when he says that "the pattern of higher education in all the continents of the world during the second quarter of the twentieth century can be explained only by a complex of interrelated influences: religious and cultural traditions, economic circumstances, international contacts, political aspirations and purposes and the uses and attractions of knowledge."

F.J. Brown in his Educational Sociology stresses the close inter-relation between education and sociology and states that education has at least four important social responsibilities:
1. "To facilitate analysis of cultural heritage in order to shift those elements which proved of worth to the individual and to society;

2. Education must constantly appraise social change so as to indicate a direction for adaptation to new developments;

3. It has to inculcate respect for social order and finally it must help the individual to develop a healthy personality within inevitable limits imposed by the social structure."

What is mainly concerned with primarily here is higher education. As human society advanced and expanded, vistas of knowledge opened their gates to man, the growing need for advanced education gave rise to specialisation. As the International Encyclopedia of Social Sciences states, "As a society undergoes industrialisation and modernisation, its training of the young becomes extensively differentiated, extra complex and elaborately connected with other features of society, education becomes more necessary for the economy and linked closely to it as a major mediator between manpower demand and labour supply. Occupational competence, general and specific is increasingly certified by school achievement."

It elaborates "Higher Education is also deeply involved in technological advance, as location for scientific work and as the enterprise that trains the modern researchers
and technologists."

Education is of prime importance to society for the necessity of acquiring and imparting proper skills for coping with different, complex, scientific and technological bodies of knowledge. In other words, education is important for training the right man for the right job, and for the right preparation of the individual to fit into society. It is a means whereby the foundations are laid upon which other rational and socially constructive controls may be built. It is a powerful tool that society places in the hands of each of its members, so far as this is possible, to enable him to understand his own society's adjustment problems, and to work intelligently and voluntarily towards an effective adjustment without compulsion or autocratic or deceptive manipulation.

However, Finney views education somewhat differently and describes it as the "reproduction of social life, by its social heritage reproduced into each rising generation," further stating that the "ultimate objective is not knowledge but behaviour."

As human society advanced, crucial demand for systematised education increased and the societies got divided on the basis of their educational achievements. Those highly
educated and thus technically advanced came to be known as developed nations. But the race for this achievement continued and in the course of this study, it shall be examined some of the purposes and pursuits and products of higher education with special reference to Iran.

1.3. **EDUCATIONAL EXPANSION WITH REFERENCE TO THE THIRD WORLD**

In an age where man is irrevo...
the crisis level of illiteracy, but it is present at all stages of educational process."

In the developing countries as was observed in Iran acceleration in one particular stage of education leads to disjunction in another stage for the necessity of implementation of the next stage. Iran, for instance, attacked illiteracy with the help of defence forces. The in-service military personnel were trained as primary teachers and were sent to remote villages to set up open-air schools and to fight illiteracy. Very soon, the number of primary school children went up considerably. At this stage, crises were very few, because the defence personnel could organise literacy classes with the help of the villagers very conveniently and with a few problems. But the next stage of secondary schooling became problematic. The primary schooling had created in the parents and school children a desire and a demand for further studies.

The secondary schools could not cope up with the demand. In many of the villages there were no secondary schools and so the students had to shift to the nearby cities or towns in search of secondary schools. A sufficient number of secondary schools was not available, and even if they were available lack of trained teachers was their biggest problem.
Hence, the quality of education badly suffered and thereafter came the 'higher education' problem. Exactly twelve years after the introduction of the literacy drive, the number of applicants to higher educational institutions went up by 300%. Out of the applicants only between 20 and 30% could be accommodated in the institutions of higher education. The main problem was the shortage of suitable teachers.

Similarly, problems were observed in developing countries. Mauritius, were the demand and value for higher education was lately infused into the people had to proper system of higher education. As a consequence most of their students used to go abroad for their higher studies. This problem is fairly common among developing countries.

The main obstacle to educational expansion has been found to be lack of trained teachers rather than financial handicaps. Inadequate facilities as also lack of data on the diffusion of educational practices have been additional factors.

The Latin American experience illustrates the extent to which material backwardness compounded with insufficient educational aids and incentives, can keep the people in relative ignorance.
Chart 1-1 showing the percentage of students at the institutions of higher education out of the total students population in some countries. Latin America there are 481 million adult illiterates in its 20 republics and the total population is expected to rise to 3200 million by 1980, and at the present rate of school enrolments, the proportion of adult illiterates is expected to be between 1/3 to 1/4th of the total population there, as estimated by an Argentinian economist— Elba Gomes De Ray De Kybal. He has also pointed out the distinction between education and training. He says training in scientific and technological disciplines can be packed and shipped, while education cannot. He makes an eloquent plea "to the men and women of all nations to summon their wits and energies, their capacity for comprehending and their capacity for giving, to devise ways to allay the world's second greatest hunger - the hunger of knowledge." This underlines the high priority education has and should come to occupy.

Chart 1-1 showing percentage of students, in ratio of total population of some countries. America the highest with 4.28% while Afghanistan the lowest with 0.4%.

The similar problem faced in India is not very different where expansion of education has been appreciable.
In some of the countries (as figured by UNESCO), the percentage of the total student population at different levels of higher educational enrollment, out of the total student population, is as follows:

- America: 3%
- Canada: 4%
- Sweden: 5%
- Japan: 6%
- U.S.S.R.: 8%
- Egypt: 10%
- France: 15%
- England: 20%
- Switzerland: 31%
- Pakistan: 50%
- India: 77%
- Tanzania: 87%
- Iran: 91%
- Saudi Arabia: 94%
- Algeria: 73%
- Thailand: 5%

Other countries:

- 14%
- 11%
- 9%
- 8%
- 7%
- 6%
- 5%
- 4%
- 3%
- 2%
- 1%

Note: The percentages are approximate and subject to change due to varying factors and methodologies used by different institutions and organizations.
The Planning Commission of India has estimated a hundred million students in about seven hundred thousand institutions of various kinds in India, out of which three million are enrolled in about a hundred university level institutions and over three thousand colleges. C. S. Debey states that education in India is the largest organisation in the country and the expenses are next to defence.

There were 16,000 students in India during the year 1900 including 250 females in all the institutions of Higher Education throughout India. The number rose to four lakhs as pointed out by S. Chakravarty in 1951 and to thirty one lakhs in 1970-'71 while the number of universities rose from twenty seven in 1950-'51 to eighty six in 1970-'71. The number of colleges rose from 800 to 3600 during the said period. He states "The lack of vocational training facilities at the secondary stage to siphon off students into employment, the absence of adequate employment opportunities at the end of secondary stage and the democratic pressure for higher education have all contributed to the problem of growing numbers." He further states that "University education in India has remained an alien implantation - British."
This is meant to imply that the progress of British System of education in the country was largely due to the influence of the Britishers, who, in the course of their administration allowed their ideals, traditions, literacy heritage to permeate into the masses, but the system has been receiving attacks from many quarters for its being traditional, outmoded and "uselessly British." Whatever may be the criticism of education in India, the fact of higher educational expansion in this country is undeniable. It is noted above, that the number of universities rose from 27 to 86 in the short span of 20 years while the number of colleges rose from 800 to 3,600 in the same period. Despite the reasons advanced by S. Chakravarthy for the lack of vocational training and guidance and lack of employment opportunities, these were not the only causes for the increase in the number of students at the universities and colleges. It is undeniably true that the demand for higher education has perceptibly increased. The Indians were not very insensitive to the changes and the "educational explosion" around them as quoted by C.S. Dubey and the amount of social stratification attached to higher education was another factor responsible for educational demand and expansion.
Educational expansion in undivided India was rather smooth and evolutionary in principle because the system of education in the sub-continent was already a hundred years old. This does not mean that there was no education in India before. On the contrary, India enjoyed world renown for its spiritual treasure and magnificent culture. However, it is wrong to say that the system of education introduced by the British in former undivided India considerably hastened the process of modernisation. A distinction between traditional learning and modern education needs to be made here. The gap between true culture and a somewhat bastard literacy is enormous. The type of education and experience needed in building up modern technology and scientific devices was introduced during the British era. The expansion of education in this sub-continent was rather pragmatic and gradual in nature.

There are mainly two methods of educational expansion like other changes in the world. One is by methods practised in the West and many other countries and the other is the forced draft drive of Russians and the communist countries. In the former methods the rate of change is rather slow but certain. While in the forced-draft method the rate of change is very fast. What India has achieved in the field of
educational expansion and modernisation in the form of technical and scientific development is perhaps exemplary in the world. No claims are made to perfection, and shortcomings continue to exist. But the overall situation rebounds to India's credit because it is a country which has emerged successfully from centuries old alien rule, gone through the trauma of partition and its bloody aftermath, and faced four wars with its neighbouring countries within a short span of 25 years. On the other hand, its innate diversified culture, religions caste intolerance and languages and its teeming populations and abysmal poverty have posed formidable obstacles in the course of its educational uplift. The fact that India has gone "nuclear," and "space craft" not withstanding these constraints is indeed an eloquent testimony to the speed and accuracy with which she has marched on the path of modernisation.

Criticism has also been levelled from various quarters that Indians lack adequate education to be truly democratic and have abused this freedom during the years, since independence. The 18 months of emergency was hence, viewed as a blessing. Nevertheless there is abundant faith in India's capacity to progress and to modernise and expand its
Conditions vary in each country with respect to educational expansion. In countries such as India, the lack of employment opportunities, a somewhat democratised system of Higher Education, impel the students to conveniently continue their higher studies after completion of school. But in other countries like Iran, higher education is considered a matter of high status in society, a badge of entry into the 'elite' a means of escape from the compulsory military service, and finally a source of economic security. This statement will be clear in the discussion about higher education in Iran which will be the topic of next chapter.

There are other countries where higher education forms the core of economic development. They have to plan their manpower in accordance with their respective needs. In Russia, for instance, the whole educational system is properly planned on this basis. A person does not seek higher education to escape poverty and unemployment or to express his economic superiority over others. Proper planning in the educational set up is lacking in the countries of the third world, such as India, where there are surpluses of doctors, engineers and technicians relative to the country's educational facilities.
needs. In other countries there is scarce manpower in the given professions. Thus while in one country education is a process of life, (to avoid unemployment) in other countries it is a "preparation for life."  

The technologically advanced world of today demands not only proper education and training for each and every aspect of mechanised jobs, but it also demands on the job training to attain efficiency and to handle the ever changing and advanced technology in the world. As Zakir Hussain has pointed out "Adult education in the country will aim at stimulating in the educand a desire for fuller knowledge and superior efficiency, for a more fruitful use of labour and leisure, for a more definite and effective participation in the affairs of the village or the town and the country, in short, for a greater capacity to release democracy in life? Democracy and education are, in this sense, complementary."

If a nation wants to be with the world of technology, tolerance, sympathy, intelligence and peaceful organisation, its education should be a means for emancipation from narrow loyalties, petty prejudices and obsolete customs and habits. As Lala Lajpatrai said "Education should be
a source of understanding our own cultural heritage and development of nationalism and patriotism." The education of today lays much stress on cultural values and patriotic ideas. It is more concerned with training and educating one on scientific lines rather than on fundamental values. Man Mohan also attributes the characteristics of "groupism, rowdism, and political meddling to the university students." Although the statement was made with particular reference to students in U.P., India, where he was teaching, it may be said to have universal validity.

One of the views expressed by Mohandas K. Gandhi in 1937 about higher educational expansion are highly relevant to the world of today. They may be summed up as:

1. The study of Arts and Sciences are "sheer waste of time."
2. The State should pay for the education of those personnel whose services are needed.
3. The government should not pay for the education which is not useful for the country.

He believed that useless college education destroys physical and mental health of the students. Under his scheme there
should be "more and better libraries, laboratories, better research institutions, chemists, engineers and other experts who would be the real servants of the nation."

As M. Gandhi has rightly pointed out, about 40 years hence the world of today would not need degrees in Arts and Sciences, but scientifically trained technicians and technologists to handle the ever advancing technology. It may therefore be inferred that higher education in developing countries has special significance in scientific, industrial and technological development.

Another geographical area which has long been facing the problems of educational expansion is Latin America. Ever since 1958 when the second meeting of the Ministry of Education and the members of U.N.E.S.C.O. was held in Lima there has been a ceaseless effort to plan and modernise their educational system. Although they had economic and social planning, educational planning was absent therein. At this meeting, the major projects for the extension and improvement of primary education in Latin America were formulated. It was also pointed out that formulation of leadership in the educational system was absolutely necessary. It was found necessary to sort out people who could be able to present solutions to the
problems created by the mass demand for education and also be able to integrate these demands with the development processes. At that time, there had hardly been any specialists in educational planning, although economic planning was fully developed. The result has been an understanding of the need for educational planning, an appreciation of the educational crisis. The major project of UNESCO has been the massive introduction and extension of primary education in Latin America, and providing proper facilities for the training of teachers on a mass scale. The result has been very fruitful and for the first time as a consequence, the Science and Cultural Committee of the Organisation of the American States made a comprehensive study of the outlook on educational development in Latin America. And finally in 1962 the conference on education and economic and social development was held with the objective of achieving optimum utilization of manpower in San Diego, Chile.

Although the result has been fruitful and satisfying yet it is still inadequate in comparison with the population growth, which in that area has been very high. There has also been a considerable rise at the primary level of schooling, but not substantial at high school and university
levels, and the increases were very much lower than the manpower requirements of the total working force. There continues to be an acute shortage of "Quantity of education, specially at high school and university levels of education, to meet social demands and economic necessities." 28

Despite the intensive fight against illiteracy, the census of 1950-'60 revealed that there was an increase of 23,53,152 illiterates in Latin America. But in Colombia during the period 1951 and 1964 illiteracy was reduced from 37.2 % to 27 % with the intensification of the fight for the removal of illiteracy. It is expected to be eliminated totally among the younger generation. Educational output has also improved considerably and the number of dropouts has been reduced. In the course of time the number of teachers has also increased reaching the figure of one million, falling only a hundred thousand short of the target proposed at Lima in 1956.

It may be summed up, that although education has become well institutionalised in Latin America, there is scope for more heady way with the use of more modern techniques that are available now.
1.4. ECONOMIC VALUE OF EDUCATION:

The best utilisation of a nation's natural resources depends on the type of education that is imparted in that nation. No resources in any country is limitless and in many countries the resources are not fully exploited. e.g. there was about 18 million jobless graduates in India some years ago. Nevertheless educational progress has enabled India to become a large supplier to the labour markets of the world. Indian doctors, technicians, engineers and labourers now work in most parts of the world. Even today; hundreds of Indian labourers and experts are continuing to be dispatched to the Middle East, particularly the Arab countries. At least 25% of the doctors in England are reported to be Indian. This 'export' of specialised personnel also helps to partially remedy the unemployment situation in India and what is also important, to benefit the country by the remittances in foreign exchanging of those working abroad. Further, services of experts in various disciplines are also sent to other countries thus rendering some national service to other developing nations.

Again, there are countries which feel the acute scarcity of trained personnel. They cannot stand aside
when the rest of the world moves forward towards industrialisation and modernisation. They have to depend on other countries for qualified personnel to improve themselves. It is not due to under population alone that certain countries feel the scarcity of manpower. It is either because of the faulty planning of the educational system that does not produce the right man for the right job or because of the sudden boom in the economic condition of the country, that makes people choosy about their professions. Thus, countries were the right man for the right job is not available, people from other countries are attracted towards that country leading thereby to a brain drain in those countries. This problem is faced by many Asian countries.

The wealth of a nation lies in general in the quality of its citizens. An educated and cultured citizenry is always a great asset. Amongst those, whose services are held in high esteem by society are doctors, engineers and teachers. A high proportion of them engenders a qualitative change in the life of a nation. A well planned educational system has enabled some countries to overcome the limitations of their natural resources. The case of Denmark supports this view. By a Royal Decree
in 1914, education was made compulsory for all children and schools were established in all localities, fines were imposed on those parents who refused to send their children to school. By 1940's there was a wide-spread system of voluntary adult education through residential colleges for rural youth supplemented by government agencies. What the Danes attained from this educational system was quite clear when it is seen that this small country with limited natural resources attained an exemplary system of agriculture and its agricultural products became well-known throughout the world. The rate of progress and development was much quicker because of proper education. The Danes survived the Russian competition by employing proper techniques in the marketing of their products. If corn happened to be cheap in the world market, they turned it into fodder, and a new highly competitive farm economy was built up as internationally specialised one. They became specialised in animal husbandry, cattle breeding, dairy farming and processing of new agricultural products. Their co-operative dairy farms, co-operative slaughter houses, co-operative export agencies, are perhaps the oldest in the world. Ever since then, Danish agriculture has continued to be
perfected as a modern rationalised industry, importing its raw materials and exporting its finished products which make up more than half of the country's foreign earnings with only a quarter of the working population engaged in agriculture. But, with a strong basic production the Danes were encouraged to become prominent industrialists. And other industries such as cement, machinery and ship-building developed and today Denmark's engineers and engineering goods as also dairy products are in great demand throughout the world.

There can be no doubt that such a remarkable industrial revolution in Danish agriculture, particularly by the development of co-operative methods was rendered possible only because the Danish population had already matured through education. No other country to our knowledge had so early and so comprehensively instituted compulsory schooling.

An intensive study of the economic value of education is beyond the scope of this study and would require voluminous writing. One more example to show how underdeveloped countries are exploited because of their ignorance due to lack of education will be quoted. Let the countries be identified as 'X' and 'Y'. X is
scientifically and technically advanced while Y is underdeveloped. Now X undertakes to explore one particular mountain in Y's country for minerals for a lump sum with the benefits accruing to X. The mining goes on and the extracts are shipped to X, without Y's knowledge of the content of the excavations. After the mine being exhausted, and the accounts settled to the satisfaction of both the countries, it is discovered several years later that the metal excavated and shipped was radium, worth million times more than the value they received for it. Such exploitation goes on even today in many parts of the world particularly in Africa and Iran.

One of the largest democracies in the world today is the U.S. where the citizens enjoy their civil liberties perhaps to a much greater extent than in most other countries. The explosion of knowledge whether in space research, unclear science or humanities has been a prominent characteristic of that nation and which has been made possible by the widest opportunities available to its people in the sphere of education. One of the past Presidents of the U.S., Madison had pointed out that "Democracy without an educated public would be a
force or a tragedy." Therefore, educational structures should be kept at a healthy balance." It is evident that the prominent reason that the people of the U.S. enjoy democratic rights and yet are highly disciplined is due to the high level of education.

The famine, starvation, health problems and natural calamities in many parts of Africa and Asia tends to be due to lack of education that could give the knowledge of controlling many of those calamities. One tends to look upon the African continent as a backward part of the world, because of the state of education prevalent therein. Education is a prerequisite for national development and it will increase the creative capacity of man and of society. Despite abundant natural resources, people of Africa are relatively poor. The cause could be attributed to the lack of education, introduced into Africa by the missionaries who were more interested in baptising them rather than educating them. Inspite of it the result has been productive, and it is expected to bear fruit in the very near future.

Truly, education is the birth right of every man and woman and far from being a special prerogative is a universally accepted privilege of mankind. On education
depends the value of a person, society, country and nation. It has a manifold role which helps the people particularly of the developing countries to choose their own direction instead of being dominated by the more educated and prosperous ones.
Education, particularly higher education is generally considered as an agency which influences, hastens and strengthens the process of modernisation in a given society. While, modernisation is again viewed as the key to social development. It may also be considered the outcome of social development. The role of education in effecting social change can thus be largely appreciated. Education enables one to attain a higher standard of living and gradual economic expansion. Social mobility is not far from here.

Education as an instrument of change seeks amongst other things, a transformation of the social order, on the one hand and a reconciliation of individual fulfilment with social purpose on the other. It also create a situation where the elite or the dominant group in society seeks to impart the ideas values and attitudes to others. Whether these attempted changes are successful would depend on the intrinsic values of the ideas constituting the change, as also the social background of those in whom change is desired.

Whether as a means of personal perfection or as a
means of climbing the social ladder, it cannot be doubted that education has a significant role to play in social mobility. The acquisition of learning or higher education enhances one's worth in society and enables one to fall into line with the higher corresponding strata earmarked for it by society. The teaching profession for instance has been generally held to be one of the noble professions although it is relatively poorly renumerated in several countries.

The teaching profession has always been held in universally high esteem, throughout human civilisation. Among the Muslims at the end of their daily prayers they intone "Oh God! Bless the soul of my father, my mother and my teacher." Among Hindus father, mother and teacher raised to the level of God. This shows the importance given to a teacher. Respecting a teacher is particularly important among the Asian people, but unfortunately the standard of living of teachers is generally poor. This fact was realised by the government of Iran around 1973 when all-round efforts were made to uplift their condition. The Shah of Iran expressed the view that teachers are the sincere architects of our society, and if they are not properly looked after, they cannot be
expected to train healthy members for our society. Subsequently, they were granted many benefits such as enhanced pay, medical benefits, housing, and other welfare facilities. Unfortunately, the economic status of teachers in many other countries is not satisfactory. Of course, it is partly due to the economic conditions prevailing in those countries.

Does education always succeed in its role as an instrument of social change? The experience of some countries would raise some doubts on this issue. E.g., surveying the Indian scene. Damble, an eminent sociologist of India believes that Indian education is not an instrument of social change, but an "ideal" tool for personal advancement. He further states, "In India, education, and particularly higher education is a commodity which can be bought depending upon one's capacity to pay." He further believes that education in India is a means for personal development as contrasted with Russia where, it is a means for national development.

Perhaps, education in India happens to be a means of personal advancement because of the lack of manpower planning, rapid increases in population, lack of quantifiable data with regard to investment opportunities,
inadequate incentives for investments and unemployed educated personal whose number keeps swelling every year - all these have made manpower planning in India very difficult.

This absence of planning results in the pursuit of education for personal ends and incidentally or deliberately to social status. However, personal motivation is replaced by national objectives in other countries such as Russia, where state planning is closely related to educational and manpower planning.

As regards Damble's observation about buying higher education in India, it used to be generally customary in India, for children to follow their family vocation. A vocation in India was largely inherited a century ago, but with the advancement of technology and science this trend has also changed to a great extent, as also caste and class consciousness. Yet it is not very uncommon to see that often the son of a doctor becomes a doctor, and the son of an engineer becomes an engineer, mainly because medical and engineering degrees carry a very high economic and social value in society. However, admissions for important subjects such as medicine, engineering, business management, pharmacy and technology are somewhat
difficult in India. Students are admitted by one of the following methods:

1. On merits, i.e. achievement at the high school finals.
2. By qualifying examinations
3. By donations and capitation fees

The fourth method is buying the seats if the students fail to obtain their desired seat by any one of the three described methods. The highest it is not very common, but a small number of wealthy persons do get admission to such colleges for their children by paying donations and capitation fees. Bidder secures the quickest admission in some premier institution.

The well-to-do children manage to get the desired seat either by paying donations, and capitation fees, or by securing a good grade through a first class school as the affluent parents are able to afford the schooling. It is believed that children with sound mental health tend to secure better grades at first class schools than those who are educated at mediocre schools.

Financial capacity plays a large role in the way to higher education. One can generally be in agreement with Y.S. Damble's contention that to some extent
education and higher education in India is achieved on grounds of financial strength.

Apart from monetary incentives, the role of parental motivation, mental and physical health of the children are also of considerable significance. The performance of the students has been observed to be in direct proportion to the level of motivation of the parents. Thus it becomes clear from the psychological studies of McClelland's contention that the motivation arising from parental attitudes toward intellectual achievement affects the school grades, the ambition of the children to continue and select a certain course of higher education. Another factor influencing educational achievement is competition and inspiration received from family setting.

Dwelling on the entire process of change through education would be rather impractical within the limitations of this study. It is therefore, befitting to confine to the study of change as linked with the process of social development and paving the way towards modernisation.

Historically, human society has always been in a process of change, whether as a result of independent
invention diffusion, aculturation, or cultural contacts. The stages of civilization from foodgathering to hunting to pastoralism to shifting cultivation to permanent agriculture supplemented by the discovery and invention of fire, wheel, steam engine, electricity, down to the present sophisticated scientific inventions, resulting from the discovery of the atom are all the changes that have resulted from education in one form or another. As man progressed in refining the techniques of taming nature, and attained socio-economic and technological skills, he advanced towards what is called modernisation. Those societies which were ahead in the race for educational progress, succeeded in attaining social development and modernisation earlier than those who had lagged behind. As a result, today there are developed and developing nations. This particular area of social change is related to human society as a whole. When reference is made to change in a particular individual the same principle is often observed.

It is thus, concluded that "higher education gives to an individual the opportunity for the fullest development of his capacities, thus facilitating corresponding changes in the society and in turn in the nation."
Thus the first chapter has covered the origin and socio-economic importance of education in its various characteristics. It was observed that in some countries higher education was pursued for better employment, while in India it was pursued due to lack of employment.
REFERENCES

CHAPTER 1

01 International Learning System Corporation Ltd. New Pictorial Knowledge Vol.12, Published by Purnell & Sons Ltd., Bristol England 1971 pp. 2664-2668 Iran.

02 Ganguly H.C. Foreign Students An Indian Experience New Delhi, Sterling Publication, New 1975 p.16


04 Iran Foreign Policy Series 2; The white Revolution Ministry of Foreign Affairs, Tehran, 1973 p.1

05 Central Insurance of Iran; Decade of the Revolution. Tehran 1963-73 p. 149

06 Ibid p. 162


10 Gillin J.L.; Cultural Sociology, Ibis, N.Y. The MacKullan Co. 1959, p. 76

12 Charles Frankel, *Issues in University Education and Brothers by Education*, N.Y., Haper and Brother, p. 70


17 Report from the Murtius High Commission in India, dated 7-6-1989


21 UNESCO Year Book 1973, p. 73

23 Zakair Hussain; Role of Education in the World of Tomorrow, Arya Book Depot, New Delhi, 1945, p. 23

24 Lal Lajpatrai; Problems of National Education in India, Agra, 1920, p. 23

25 Man Mohan; Problems of University Education in India, Lucknow 1952, p. 17

26 Ghandi M.; Problems of Higher Education in India, Delhi, 1945 p. 26


28 Ibid p. 267

29 UNESCO Year Book 1956, p. 138

30 Report from Danish Embassy, New Delhi

31 Report from Taft Mining, Yazd, Iran, 1978

32 Report from the Ministry of Royal Court, Tehran


34 Mc Lelland David C.; Talent and Society, Princeton 1958, p. 60

35 Ossei D.M.; Essays on Modernisation of Under-developed Societies, Vol. II Delhi, S. Chand & Co. 1968, p. 276