CHAPTER I

THE PROBLEM AND PROCEDURE

"For better or worse, education has become an indispensable process in modern life. Small wonder, then, that as students, teachers, parents or administrators, we often show interest in how schools in other countries function and how in other nations solve their educational problems".

- Phillip Jones.
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"India today faces a large number of varied and complicated problems pertaining to ignorance, poverty, disease, social obscurantism, disunity and what not? It has also great intellectual, cultural and spiritual resources on which it can draw in dealing with this crisis". Education is the means by which these resources, as well as the contribution of technological resources developed in other nations and countries, can be mobilized to meet the situation. And it is, especially, secondary education that can play a vital role in shaping and building the national progress and prosperity."

-K. G. Saiyidain.

To any one seeking the reform in the present educational structure of his country, there is a necessity for searching the models on which the country should work. Constant and vigilant search has to be made to find out the direction and the pattern of change is called for and how such a change should be effected with the least possible amount of confusion.

While studying systems of education in various countries, one must bear in mind that the things outside the schools matter even more than the things inside the schools. It will be a futile effort on the part of a person,
If one tries like a child to pick up a flower from one bush and some leaves from another, and then expect that if one sticks what one has gathered into the soil at home, one shall have a living plant.

A national system of education has in it some of the undercurrents of national life and it reflects the failings of national character at the same time. The practical value of studying the subject under study in a right spirit and with scholarly accuracy, the working of foreign systems of education will result in one's being better fitted to study and understand one's own.

The public education of America (U.S.A.) is unique to her culture and her way of life. The reforms of education in the U.S.A. came mostly in the sixties and seventies of the last century, which was the period of awakening in respect of its technical and scientific development and expansion of its territories. The educational reforms, in Britain on the other hand, took place in 1944 under the stress of the World War II.

In spite of their reputation as muddlers through the British have given more sustained attention to education over the last twentyfive years than the people of any other country.¹

In the case of India, on the other hand, the need and a

sense of awakening for reform in the then existing structure of education in general and secondary education in particular came to be felt after 1947 A.D. i.e. after independence.

The steps taken by the Government bear a testimony to the statement. The work done by the NCERT, IATE, and the Ministry of Education towards the reform of Indian system of education, the monumental Report of the Education Commission (1964-66), and several innumerable such attempts show India's sensitivity and awakening towards reforming educational system.

I.2 THE PROBLEM, ITS SCOPE AND LIMITS

The problem of the investigator reads as: "A COMPARATIVE STUDY OF THE ROLE OF THE GOVERNMENT IN THE ORGANIZATION AND ADMINISTRATION OF SECONDARY EDUCATION IN BRITAIN, U.S.A., AND INDIA."

The investigator clearly understands the limitations of the problem and has, therefore, delimited the topic to the comparison of the role of Government in the organizational and administrative aspects of secondary education - its set-up, growth and development, structure and system. Moreover, various problems faced by the concerned administrations in these countries would also be studied in comparison to those of others.

The investigator also intends that the comparative
study along with the analysis of the aims, approaches and various techniques as well as traditions of these countries would be useful for applying them profitably to the present set up of Indian secondary education.

I.3 THE NEED AND IMPORTANCE

It is now clear that this study is a comparative one in so far as it concerns the countries like Britain, the U.S.A. and India; for their systems of secondary education. The need for and importance of such a comparative study is great indeed, because India is an advancing and progressing country with her new democratic social order. She has to learn much from Britain and the U.S.A. in matters of education, its organization and administration, etc.

Hence, it is obvious that India today needs to develop a new look and approach in every walk of educational development. A new and sound philosophy rich in practice is an inevitable demand of India. The entire structure and organization along with administration of education, particularly secondary education needs an overhauling with a major emphasis on national needs and changed circumstances. Further, the democratic way of Government and socialistic pattern of the society deserve prior considerations.

It is expected that the illustrations of experiences and achievements of Britain and the U.S.A. in reconstructing their secondary education could provide
some clues to India in her great strides of the tremendous programme of educational reconstruction.

1.4 THE PURPOSE OF THIS STUDY

It is because of the great national uprising and tremendous task of progress that lies before the people of India, a strong need is felt to reorganize and reconstruct the very educational system and particularly, secondary education which is so vital and basic to the life, needs and aspirations of the people that it cannot be postponed nor can it be neglected.

One of the major aims of the Third Five Year Plan was to expand and intensify the educational effort and to bring every home within its fold, so that in all branches of national life, education becomes the focal point of planned development.  

Under the basic premise that education, particularly, secondary education, will have to play the most vital role in the progress, prosperity and allround development of India whose setting and problems are varied and typical, the investigator assumes on the strength of reading, experience and prevalent national opinion that a number of modifications in the principles, policies and practices of organization and administration of secondary education will have to be made on a large scale on war-basis. If so,

what changes are necessary, where and to what extent? What are the models that India could follow? What are the experiences and reactions of those who have accepted a particular principle or policy, practice or set up in the organization and administration of secondary education? Which are the most effective practices of the advanced countries and how they have switched over to them? What are their educational settings and how they have been able to evolve their present organization?

In order to answer all these questions and many others, the need to organize a study like this arises. The fact remains that India has to learn and accept some of the best suitable and effective practices of Britain and the U.S.A. It is because India could not do any worthwhile reform in education during the last two centuries. When the whole world was on the path of progress, India had to be contented with whatever little amount of education was given on whatsoever principle and policy the British Government did adopt. The position of education during the British rule in India was so meagre that a very meagre percentage of the population could avail of it. During the British regime, it is observed that education in India was the narrowly conceived system that had very little to do with Indian life, needs and aspirations.

In other words, secondary education system in India has to undergo great many changes and acquire a
balanced and efficient structure along with modernized administrative and organizational techniques. In this process of innovation and change, the experiences, achievements and the lessons of advanced countries could positively be a rich source for India.

And this bears out the aim and purpose of this study as it attempts to explore and analyse the possibilities of change in the field of secondary education, the role of the Government, in the organization and administration on the basis of what Britain, the U.S.A. have achieved until now.

While taking up this research study, the investigator kept the following aims of comparative education in view:

1. to furnish information about educational systems, ideals, problems and activities in the countries under study.

2. to study and compare the secondary education system in Britain, the U.S.A. and India on the basis of the following areas:

(a) The basis and aims of education,
(b) The administration of secondary education,
(c) The organization of secondary education,
(d) The finance of secondary education,
(e) The decision-making process of secondary education, and
(f) The problems of secondary education.

To find out the significant solutions in the contextual evidence of educational practices in the Britain and the U.S.A. for the problems of education in India.

3. To study the typical problems in secondary education of the countries under study and to study how they try to solve those problems.

1.5 THE DELIMITATION OF THE PROBLEM

The investigator intends to make a comparative study of the role of the Government in the administration and organization of secondary education in Britain, U.S.A. and India wherein the problem is delimited to the comparative study of the role of the Government in the administrative and organizational set up, to the study of constitution and basis of the Government, growth and extent of education, structure of secondary school systems, their organization and administration, and the problems related to these areas.

For consideration of Britain, the investigator intends to keep in mind the study pertaining to England as
the patterns prevailing in Wales, Scotland and Ireland are not very different from that of England. Hence, the study of England is undertaken.

While for the study of U.S.A., the whole area of the country is undertaken, but not its territories, as the pattern is mostly similar in federal as well as in territories.

This study intends to find some directives in the comparative study of the organizational and administrative set up of secondary education in Britain, U.S.A. and India.

A comparative study and analysis of aims, approaches and methods in the study is done with a view to applying some of them profitably to the present set up in India. India, though a democratic republic, is in constant touch and has direct and indirect impact of U.S.A. and Britain.

The present study intends to consider how Britain and the U.S.A. structure their education system, and how they try to solve the problems they face. The investigator attempts here to study the system of education in Britain and the U.S.A. to find out answers to the following type of questions:

1. What is the structure of education?
2. What is the pattern of organization and administration?
3. What are the systems for financing and decision-making in the secondary education?

4. What is the role of the Government in the system of education?

5. And, how do these countries try to solve certain problems occurring to them?

It is not the purpose of the present investigator to study the weaknesses of the systems of Britain and the U.S.A. The purpose is this. To study and compare their systems with Indian system and to find out certain 'cues' (if any) from their attempts for the solution of the problems in Indian secondary education.

1.6 THE TERMINOLOGY OF THE PROBLEM

The problem reads as under:


As referred to by Prof. C. V. Good in Dictionary of
Education, the terminology of the problem is as under:

*Comparative Study: A term used loosely to indicate any study in which two or more cases or groups of cases are compared. (Experiments are comparative studies, but practically all research involves comparison between contemporary groups, or with earlier groups, or with established norms or expectations).

*Government: (1) an organized mechanism through which a state or a people formulates and executes its will. (2) a mode or form of Government, such as totalitarian, communistic or democratic Government, (3) a field of social study leading with the structure and administration of any community organized for political purposes.

*Administration, educational: (1) the direction, control and management of those aspects of school administration most directly related to the instructional process, but not related to the business aspects of administration, such as teacher and pupil personnel, program of studies, program of activities, curriculum, methods, instructional aids and guidance; (2) the direction, control and management of all matters pertaining to school affairs, including business administration, since all aspects of school affairs may be considered, as carried on for educational ends; syn. general administration.

*Organization, horizontal: any plan by which provision is made in the secondary school program for offering subjects and training needed to meet the specialized needs and interests of pupils, may be based on the planned sequences of studies in various specialized fields within the curriculum of a comprehensive high school, and the organization of specialized high schools, such as agricultural high schools, commercial high schools, trade high schools and academic high schools.

*Organization, line-and-staff: a system of educational administration that fixes a definite line of authority and responsibility from the superintendent and presumably also
provides for specialized planning of supervisory officers who constitute the administrative staff.

*Organization, school: (1) the schematic arrangement according to which the pupils and the school staff utilize the educational facilities of the school and community. (2) The procedure of unifying, harmonizing and rendering effective the relationship among pupils, staff and community for optimum educational results.

*Organization, secondary school: (1) any plan followed in assigning school grades to the secondary school administrative units, such as the eight - four plan or the six - three plan. (2) The arrangement of the offerings of the school into subject matter departments or specialized fields of work to facilitate planning and administering both the program of studies and the work of pupil guidance. (3) The division of the program of secondary education among the various comprehensive and specialized high schools of a school system. (4) The method followed by a State in determining the local authority for the establishment and support of secondary schools.

*Organization, vertical: a plan of organization involving units made up of parts of several successive grades, as opposed to horizontal organization involving all of a small number of grades, usually applied to supervision in a subject field throughout several or all grades in the system.

*Organization, by circles: a plan of subject -grade placement and of curriculum organization by which the pupils repeat the study of a subject or topic at two or three different grade levels, each time at a higher level of difficulty, syn. concentric-circles plan; spiral method.

*Secondary education: (1) the period of education, whether public or private, which usually consists of grades 7 to 12 or 9 to 12, during which pupils learn to use independently the tools of learning that they have previously mastered, in which education is differentiated in varying degrees according to the needs and interests of the pupils, and which may be either terminal or preparatory; (2) education that is particularly adapted to the needs of adolescents. 3

1.7 THE METHODOLOGY OF RESEARCH

The investigator made a comparative study of the data, and drew the relevant conclusions in cultural context, academic context, as well as administrative and organizational context. This constitutes the final stage of writing. The present study is purely a library and a historical study. It will not be out of place to write something about a historical study.

Historical Research mainly concentrates on facts of the past for analysis and interpretation. In historical research, the investigator is mainly concerned with certain truths which he wants to establish on the basis of his observations. Historical truth is established by the statement which corresponds with facts.

According to Good, Bar and Seates, the following steps are typical of historical research:

(a) Collection of data through primary and secondary sources,
(b) Internal and external criticism of the data collected,
(c) Presentation of facts in a readable form involving problems of organization, composition, exposition and interpretation.

The ingredients of Historical Research are as

under:

(a) **Primary Sources:** These include documentary evidences fundamental to historical research.

(b) **Secondary Sources:** These include sources of information transmitted by one who was neither a participant nor an eye-witness of the original event.

1. **Selection and Organization**

As the preliminary data has been gathered, the investigator organized the matter in a systematic and a scientific manner. Of course, the systematic organization was preceded by proper selection of the material from the data gathered and procured.

2. **Interpretation and Synthesis**

For the present investigator, interpretation and synthesis formed quite important steps. The following principles are observed in the interpretation and synthesis:

(a) No single category of causes but a collective psychology of the period explains all phases of historical developments, which has been referred to as synthetic, eclectic or collective psychological theory.

(b) A sound theory of interpretation and the derivation of a unifying theme has been
followed.

(c) A dignified and objective style of historical composition has been followed.

The characteristics taken into consideration of normative study research for the present study are as follows:

(a) A study and interpretation of what exists at present,
(b) A cross-sectional study, and
(c) A study with a generalized statistics of the three nations under study.

The investigator decided the following procedures for the study:

(a) Referring the books written by the esteemed authors.
(b) Literature procured from the Embassies and Consulates concerned.
(c) Literature procured directly from the countries under study, and finally,
(d) interviewing people who have visited Britain and U.S.A. and discussion with them regarding the educational systems in order to have a
better clarity and comparison of their thoughts.

In this way, the investigator has made a critical and a comparative estimation of the educational systems in the three countries under study.

The comparison of the educational systems of several countries lends itself to a variety of methods of treatment, depending somewhat on its purpose. Now, the approaches are stated one by one. One method of approach might be statistical, from this point of view, there would be comparisons of the total national expenditure for education, the cost, size and character of school buildings, per capita costs for different items of expenditure in educational systems, the enrolment, average attendance and retention of pupils at different levels of educational ladder, while another method of approach, it might be possible to institute a comparison between education and national welfare and progress as expressed in statistics of illiteracy, the volume of trade and commerce, per capita wealth, or incidence of crime and poverty. These methods are attractive and may some day be useful, at the present stage, it is impossible to institute comparisons of such a character until the raw material, the statistics, become more uniform and comparable. Still another method would be to undertake comparative studies of the quality of education in different countries, this, too may be possible in time, but not
Semi-Structured interview schedule:

(Point : 1)

The investigator interviewed the following people for purposes of eliciting the information about the educational system in general and secondary education in particular. He interviewed not only the people who are connected with the teacher training programme and the secondary education, but also, the people from the branches of humanities like Economics, English literature and Business Administration, and the other branches of Physical Sciences like, Physics, Chemistry and Mathematics. There were some people whom the investigator interviewed, who visited both the countries viz., Britain and the U.S.A. The list of persons whom the investigator met personally, and interviewed them is mentioned in the Appendix A.

The investigator interviewed eighteen persons working in various disciplines of education. Out of these eighteen, six persons are working in the various teacher-training institutions and are closely connected with the secondary education. It would be interesting to note that out of these nine, six are teacher educators and one of them is a Vice-Chancellor of the Gujarat University, Ahmedabad and the Chairman of the Teacher Education Board of the Gujarat State. Out of the remaining nine, five are involved in the various branches of Physical Sciences, and four in humanities. These, who are working in Physical Sciences, are working in Mathematics,
the factors from a historical perspective and the comparison of attempted solution of resultant problems are the main purposes of comparative education. The application of the findings of these studies is outside the scope of comparative education proper and belongs to the philosophy of education and in its practice to the administration and organization of education.

I.8 THE SCHEME OF CHAPTERIZATION

After the collection and the organization of the data, the investigator has planned the following scheme of chapterization. It reads as under along with the content of each of the chapters:

CHAPTER I: THE PROBLEM AND PROCEDURE

CHAPTER II: A BRIEF REVIEW OF RELATED LITERATURE

CHAPTER III: THE BASIS OF EDUCATION IN COUNTRIES UNDER STUDY

CHAPTER IV: THE ADMINISTRATION OF SECONDARY EDUCATION

CHAPTER V: THE ORGANIZATION OF SECONDARY EDUCATION

CHAPTER VI: THE FINANCE AND THE DECISION-MAKING

CHAPTER VII: THE DISCUSSION OF OBSERVATIONS AND SUGGESTIONS

The following pages cover the entire study. It is thought advisable to study the basis of education systems in Britain, U.S.A. and India in details and then only to
embark on the further details. Hence, the next chapter deals with "A BRIEF REVIEW OF RELATED LITERATURE".

REFERENCES


