CHAPTER III

THE BASIS OF EDUCATION IN COUNTRIES UNDER STUDY

"The forces that determine the character of education in any nation have a significance that is of greater importance than the details of its organization and practice. Hence, the study of the backgrounds can contribute more to an understanding of an educational system, than mere description of it".

- I. L. Kandel.
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III.1 INTRODUCTION

Since education with its organization and administration is a comprehensive essence of the socio-economic, cultural, political and intellectual life of any nation, it becomes imperative to peep into the various phenomena that contributed to the present image of education and its administrative structure. So also, the history, the traditions, the heritage and political ups and downs of the nation are equally worthwhile to study. Furthermore, the land, its natural resources, geographical conditions, climatic situations and scientific and technological development also constitute a good deal to the educational set up of a country. In this connection, I. L. Kandel has pointed out the importance of studying the background of the country in the following words:

--- But, the forces that determine the character of education in any nation have a significance that is of greater importance than the details of its organization and practice. Hence, the study of the backgrounds can contribute more to an understanding of an educational system than mere description of it.¹

The very little of this investigation clearly reveals the fact that a comparison of the role of the Government in the administration and organization of secondary education in the three countries mentioned is to be made with a view to studying its significant characteristics as compared to Indian background. It is, therefore,

essential that the preliminary study of the backgrounds should be made to understand the educational setup. In support to this, Sir Michael Sadler writes thus:

In studying foreign systems of education, we should not forget that the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside. We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant. A national system of education is a living plant, the outcome of forgotten struggles and difficulties and of battles long ago. It has in it some of the secret workings of national life. It reflects, while seeking to remedy, the failings of the national character.²

Historical development being a very gradual process, deserves a thorough and reflective study of several pertinent issues as mentioned in the beginning. In addition, the attitude of the people towards education, their expectations, the pattern of the Government, its structure, the policy, the basic principles of the constitution, etc. that contribute to formulate the objectives of education should be broadly estimated to understand the background of secondary education of the three countries under this study.

The investigator has attempted here to study the various factors having their contribution either directly or

indirectly to the systems of education in the countries under study. Now, it will be worthwhile to take a preliminary background of the three countries under study.

Britain, one of the oldest countries in pioneering the educational activities and in evolving a definite system is proud of her traditions based on religion, morality, justice and tolerance. Moreover, it was a saying, "The sun never sets in the British Empire"! This statement indicates Britain's supremacy of power with her intellectual, physical, economic and scientific superiority developed and maintained until recently over most other countries of the world. The principle reason of her amazing potentialities in many walks of life was her educational system and objectives that aroused an evergrowing feeling of nationalism, patriotism, scientific outlook and political uprising.

After getting some preliminary background regarding Britain, let us have a look at the U.S.A.

Though the U.S.A. possesses amazing prosperity and advancement in various fields and superiority over the world economics, technology, science, education and democracy, she is still in the making. It is so, because her past is very short. Supporting this, as Nicholas Hans puts it:

Indeed in the American estimate, the past is ballast in its original sense of a "worthless load" and this often pride themselves on its absence. In such conditions, America looks
forward and believes that tomorrow is always better than today. This outlook was influenced by the circumstances of the first settlements, by the constantly moving frontiers and by the masses of immigrants who passionately wanted to forget their past. The first settlers fled from the prosecution of central governments in Europe because they represented a deviation from accepted traditions, and thus, they brought over with them a distrust of the established order and a negative attitude towards the past. The millions of immigrants escaping from the economic misery of Europe were inspired by the tales of unlimited opportunities in America and a burning desire to get rich in the shortest possible time. All these causes added to and consolidated the main fact of American history, her revolt against Europe and the birth of a new and independent nation. The American philosophy of life and her educational system unavoidably reflected the conditions of American growth and tended towards pragmatism and relativism.

This description aptly informs us regarding the basic temperament of the people of the U.S.A. Now, it will be quite worthwhile to have a reference to the same aspect of India as such.

In the context of the former two countries, India is perhaps unique in civilization, history, geography and educational heritage. Her past was so glorious and remarkable and present is so complex and progressive that the world horizons are perpetually gazing at her tremendous efforts. S. N. Mukerji has described India's rank in the world history of evolution and development in the following words:

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3 Nicholas Hans, op. cit., p.273.
India is a land of poet's dream. It is a country famous not only for its ancient culture. It also presents to mankind the history of several races, differing in culture and religion entering the country from time to time and striving for political and cultural supremacy. Foreigners often fail to appreciate the vast magnitude of this country. It has been aptly termed a sub-continent. The size of India equals Europe without Russia.4

The historical development of India and her heritage are magnificently long and varied. The role played by India in the world situations and surroundings was worth noting. She had been a place of culture and learning for many other countries of the world in the past.

The present portrait of India as a great developing sub-continent in the world has been very fascinating to the world; since her democratic advancement and the craft of nation-building have proved to be excellent and illustrious.

If one casts a glance at the three countries under study, in the light of the foregoing description, one could very well infer that:

* Britain has a glorious past and she enjoyed a position of pride because of her amazing potentialities in many walks of life.

* The U.S.A. abounds in tremendous natural resources and main treasure of U.S.A. being the

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optimistic outlook of the people.

* India has had a glorious past along with British imperialistic legacy; she enjoys the attention of the countries of the world because she has embarked vehemently and enthusiastically on the path to progress.

III.2 THE LAND

Before embarking upon the discussion of this chapter, it will be worthwhile to have a background in proper perspective of the three countries under study. Among others, THE LAND occupies a position of pride.

III.2.a Britain

Britain is situated in the North-West portion of Europe. Of course, small in size, she is full of potentials. In this regard, it will be in the fitness of the things to quote 'Britain, An Official Handbook'. It reads as under:

"The land of Britain occupies a total area of 81,320 square kilometres and is divided into 39 geographical and 46 administrative units."5 The latitude of 50° North cuts across the southern part of British main land and

latitude 60° North passes through the northern part of Britain. The prime meridian of 0° passes through the Greenwich (London), while the eastern point of Britain is 1° 45' East and the western point of Britain is approximately 10° 30' West.

It can be easily noticed from the details above-mentioned that the area of Britain is very small as compared with India and the United States. It is two and a half times smaller than Gujarat (in India) having a total area of 118,715 square kilometres, as compared to 20,633,350 of Gujarat in India.

But the population density of Britain is higher than Gujarat, India and even any part of the world because of various persons. It was approximated 295 per square k.m. in 1961. According to the census of 1964, the total population of Britain was 44,725,000.6

The climatic conditions of Britain are quite favourable to the physical and mental development of her people and their prosperity. Britain has generally a mild and temperate climate though it is subject to frequent changes but to a few extremes of temperature. The average range of temperature between winter and summer varies from 15°F to 23°F. The annual rainfall in Britain is 85 cms., which is fairly well-distributed throughout the year. Britain's complex geology is one of the main reasons for its rich variety of scenery and the contrasts found

within short distances, particularly on the coastal line. The eastern coast of Britain is mainly low-lying, and for hundreds of years, some stretches of it have been protected against the sea by embankments. The incessant tides around Britain sweep away much of the sand and mud brought down by the rivers and make valuable natural harbours.

The soil of Britain being very thin and poor, the farmer has been cultivating only the valley lands and the plains where soils are deeper and richer. With the exception of few patches of rocky land, almost the entire Britain has been cultivated and farm land covers the area except where there are urban and industrial settlements.

**TABLE III.1**

**Britain at a Glance**

<table>
<thead>
<tr>
<th>Details</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>53,321,364</td>
</tr>
<tr>
<td>Total area</td>
<td>Sq.Kms. 118,315</td>
</tr>
<tr>
<td>Population density</td>
<td>Per Sq.Km. 296</td>
</tr>
<tr>
<td>Percentage of total population in age group 15 - 18 years</td>
<td>15.2</td>
</tr>
<tr>
<td>Official exchange rate (U.S.dollars)</td>
<td>£1.00 = $0.260</td>
</tr>
<tr>
<td>School year</td>
<td>September to July</td>
</tr>
<tr>
<td>Average rainfall</td>
<td>85 cms.</td>
</tr>
</tbody>
</table>

It can be seen from the Table III.1 that as compared with the total area, the population density is fairly spread. The average rainfall is satisfactory and the school year starts from September and ends in July. The official exchange rate keeping U.S. dollars as a base-line is.

III.2.b The U.S.A.

The United States of America is situated between the two great oceans of the world. The climatic situation is ever refreshing. About one half of the area is covered by rocky lands having vast hilly lands. The Mississippi, Missouri and the Ohio are the rivers that add to the fertility of the plans and navigation of the country. The area covered by the U.S.A. is about twenty million kilometres. Her East to West length is 4500 kilometres and North-South breadth is 2575 kilometres. The entire country can be divided in three distinct types of geographical regions, viz.; (1) The Western Rocky region, (2) The Central Plain, and (3) The Eastern Highland.

The United States of America is situated between 30° N.L. and 48° N.L. Hence, the climatic conditions of this country can be said to be cold. The winters are at times extremely cold and snowing, the summers are comparatively warm if not hot. The Rocky mountains lie in the North to South direction, hence the extremely cold winds blowing from the North Pole make barometric readings rush towards
the zero point. The United States of America is situated between 70° W.L. and 122° W.L.

It can be easily noticed from the details above mentioned that the area of the U.S.A. is big as compared with the Britain, though small as compared with India. The population of the U.S.A. is 204,765,770 and the total area is 7,328,000 square Kms. The climatic conditions of the U.S.A. are quite favourable to the physical and mental development of her people and their prosperity. The annual rainfall of the U.S.A. is 96 cms. which is fairly well-distributed throughout the year.

The soil of the U.S.A. being prepared by digging out the forests, deeper and richer. The U.S.A. abounds in rich minerals which has placed her in one of the most advanced countries of the world from the industrial point of view.

| TABLE III.2 |

It can be seen from the Table III.2 that as compared with the total area, the population density is very thin. The average rainfall is good in proportion and the school year starts from September and ends in June. The official exchange rate keeping U.S. dollars as a base-line is £1.00 = $1.00 = £1.00.
TABLE III.2

The U. S. A. at a Glance*

<table>
<thead>
<tr>
<th>Details</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>264,765,770</td>
</tr>
<tr>
<td>Total area</td>
<td>7,828,000 Sq.Kms.</td>
</tr>
<tr>
<td>Population density</td>
<td>21 per Sq.Km.</td>
</tr>
<tr>
<td>Percentage of total population</td>
<td>19.6</td>
</tr>
<tr>
<td>group 15 - 18 years</td>
<td></td>
</tr>
<tr>
<td>Official exchange rate</td>
<td>$1.00</td>
</tr>
<tr>
<td>(U.S.dollars)</td>
<td></td>
</tr>
<tr>
<td>School year</td>
<td>September to June</td>
</tr>
<tr>
<td>Average annual rainfall</td>
<td>96 cms.</td>
</tr>
</tbody>
</table>


III.2.c India

Since India is called a 'sub-continent' by people looking at its size, her land-mass is very large having a variety of types and levels. It is situated in the South of Asia sprawling like a slumbering giant. In its North, lies the land upto cold region, while in the South, lies the ocean upto South Pole. It covers a land-mass of 33.68 lakhs square kilometres.

The territories of India are surrounded by Pakistan, Afghanistan, China, Nepal, Burma and Bangla Desh. In the North, there are Bhutan and Sikkim in special treaty relations with India.
The location of India is in the Northern hemisphere between 8° and 37° North latitudes. The tropic of cancer passes through the middle and in the West is situated the end of Kutch on 68° East longitude and in the East on 98° longitude.

The geographical position of India is very significant in many ways. The trade ways between China, Japan, Australia, Europe and Africa pass India. She is on the second navy high way of the world. The length of India's sea-shore is 5700 kilometres with only three small bays, and a very few harbours, viz. Bombay, Kochin, Calcutta, Vishakhapatnam, Kandla, Mangalore, Navalakhi, Ratnagiri, etc. There are high mountains like Himalayas and Aravallies, large rivers like Sindhu, Ganges, Brahmaputra, Narmada, Krishna, Tapti and Kaveri, lakes like Wooler and Sambhar and plains like Western Shore, Eastern Shore, Gangetic plain and Gujarat. The climatic conditions being extreme high and extreme low in temperature and in rainfall, affect the life and progress of the countrymen.

**TABLE III.3**

It can be seen from the Table III.3 that as compared with the total area, the population density is very thick. The average rainfall in various parts of the country varies from 80 cms. to 130 cms. and the school years starts in June.
TABLE III.3
India at a Glance*

<table>
<thead>
<tr>
<th>Details</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>548,000,000</td>
</tr>
<tr>
<td>Total area</td>
<td>Sq.Kms. 33,68,000</td>
</tr>
<tr>
<td>Population density</td>
<td>Per Sq.Km. 116</td>
</tr>
<tr>
<td>Percentage of total population in age group 15 - 18 years</td>
<td>24.1</td>
</tr>
<tr>
<td>Official exchange rate (U.S.dollars)</td>
<td>Re.l = $ 0.210</td>
</tr>
<tr>
<td>School year</td>
<td>June to April</td>
</tr>
<tr>
<td>Average annual rainfall</td>
<td>80 cms.to 130 cms.</td>
</tr>
</tbody>
</table>


and ends in April. The official exchange rate keeping U.S. dollars as a base-line is Re.l = $ 0.210.

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TABLE III.4

It can be inferred from the Table III.4 as under:

According to the 1968 estimates, the population of Britain is 53,821,364, total area is 118,715 sq.kms. and the population density per sq.km. is 296. On the other hand, the population of the U.S.A. is 264,303,000; total area is 7,828,000 sq.kms. and the population density is 21 per sq.
### TABLE III.4
Britain, The U.S.A. and India at a Glance

<table>
<thead>
<tr>
<th></th>
<th>Britain</th>
<th>The U.S.A.</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population (1968 estimates)</td>
<td>53,821,364</td>
<td>204,765,770</td>
<td>548,000,000</td>
</tr>
<tr>
<td>Total area (in Sq.Kms.)</td>
<td>118,715</td>
<td>7,828,000</td>
<td>33,68,000</td>
</tr>
<tr>
<td>Population density (per Sq. Kms.)</td>
<td>296</td>
<td>21</td>
<td>116</td>
</tr>
<tr>
<td>Percentage of total population in age group - 15-18 years (in per cent)</td>
<td>15.2</td>
<td>19.6</td>
<td>24.1</td>
</tr>
<tr>
<td>Official exchange rate (U.S.dollars)</td>
<td>$1 = 4.8% $ 1.00 Re.1 = $ 0.210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School year</td>
<td>September to July</td>
<td>September to June</td>
<td>June to April</td>
</tr>
<tr>
<td>Average annual rainfall</td>
<td>85 cms.</td>
<td>96 cms.</td>
<td>80 cms. to 130 cms.</td>
</tr>
</tbody>
</table>

kms., while the population of India is 548,000,000, total area is 33,68,000 sq. kms. and the population density is 116 per sq. km. Britain can be said to be thickly populated as compared with the U.S.A. and India.

While regarding the percentage of total population in the age group 15-18 years, in Britain, it is 15.2 per cent, for the U.S.A. it is 19.6 per cent and in the case of India, it is 24.1 per cent. Hence, in this regard, India tops the list.
In case of the academic school year, in the case of Britain, it is from September to July, and in the case of the U.S.A., it is from September to June, while, in the case of India, it is from June to April. Here, the climatic conditions have a direct impact on the school year. As India is comparatively hotter than Britain and the U.S.A., the schools remain closed during May and the first half of June.

III.3 THE PEOPLE

III.3.a Britain

The people of Britain have been for centuries most diligent, industrious and religious-minded. Geography, history and changing patterns of industrialization, have given rise to the education, culture and mode of life of the people. From the beginning of the nineteenth century, until 1930, the balance of migration was markedly outward between 1815 and 1930, well over 20 million people left Britain for destinations outside Europe. Many of them, later returned and a large number of Europeans entered the British Isles.

It has been estimated that there are about one million commonwealth immigrants in Britain.

Throughout Britain, the population is predominantly urban and suburban. During the nineteenth century, the labour demands of newly developing industry drew great numbers from the countryside. At present, nearly eighty per
cent of the population live in great cities; and the remaining twenty per cent of the population, who live in rural areas regularly work, shop or go to schools in the towns.

The majority of the people of Britain follow the Christian religion. They speak English language, which is the official language of the Government.

The social life and traditions of the people of Britain are rich and varied. The number and the average size of the households reflect a number of factors including lower birth rates, increased longevity of life, the higher proportion of married people in the population and the general assumption that married couples and old people prefer and are entitled to have their own separate houses.

The life in Britain is almost self-reliant only with the exception of a very few who are millionaires and with small children. The general standard of living has risen very high. Much of the manual labour has been reduced by changes in habits and equipment such as cooking utensils, gadgets, floors, preparation of food, etc. The introduction and use of modern and scientific labour-saving-devices have been very common. The life everywhere is quick, quiet, scientific, civilized and moderate, though with worries due to increased tensions.

Opportunities for education and training have
widened and these are increasingly the keys to advancement. Social distinctions based on occupations have become much clear. Differences between the way of life of manual and other workers are less pronounced, while many manual workers' families have acquired habits which were formerly regarded as 'middle class'.

Increasing prosperity and leisure have affected interest in playing or watching outdoor and indoor sports. Cinema still remains the most popular form of entertainment outside the home, particularly, for young men and women. The other cultural and recreational activities are: plays, theatrical performances, dances, exhibitions, ballets, opera, and concerts.

Having been informed about several details of the people of Britain, let us quote T.C. Baker, who rightly says:

A number of people from all age-groups and occupations find their main pastime in some form of sustained group activity connected with the churches, trade unions, politics, social welfare and reform, with study or other self-improvement or with cultural pursuits.7

Stressing the same point, Sir Petrick Abercrombie adds the aspect of vehicle ownership by the majority of the British people in the following words:

"Ownership of motor vehicles is now widespread in England resulting in developing a trend to touring and building scattered houses."  

The main traits of the British people are that they are conservative. They have an old society and ripe democratic traditions. Democracy, in Britain, is a very slow process of evolution, and there is a limited monarchy, with a cabinet form of Government. As the area of the country is very small, extreme centralization of administration is apparently experienced.

The above description aptly depicts the temperament of the British people.

III.3.b The U.S.A.

The climatic conditions of the U.S.A. are generally moderate due to oceanic effect of west coast; but in winter, there is cold and at times snowing. There is a heavy rainfall in the East, whereas, in the West, the rainfall is about 96 cms. which is quite low.

The Vegetation

There are thick forests in the border of rocky regions and in the North, and the rest of the land is

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barren. There are grass fields on the Eastern slope of rocky hills. The central plains mainly crop with agricultural products, but the Eastern region is full of woods which is by now cleared up and rendered useful for agricultural purposes.

The main agricultural products are: wheat, cotton, maize, oat, beet and potatoes.

The Industries

There are magnificent industrial clusters of various types based on rich mineral resources. The main among them are Pittsburg, Cleaveland, Buffalo, Detroit, Manchester, Chicago, etc. The industrial products have increasingly added to the riches and prosperity of the people. As a result, the U.S.A. commands a dominating position in the world economy, technology and many other spheres of life.

The total population of the U.S.A. is 204,765,770, majority of whom are migrants from Europe. They belong to different religions and nationalities: English, German, French, Italian, Greek and Jews. In spite of these basic differences, they all have accepted the American nationality forgetting their original ones and they are proud of being called Americans.

The people of the U.S.A. are the colonists who originally belonged to various countries of Europe. They
faced the hardships nicely and bravely. The most notable characteristic feature of the people of the United States of America is their pragmatic philosophy of life. The people have made up their ways of life and built up their traditions on the strength of change and innovations based on prevailing social values and needs. They are great lovers of freedom and democracy. Their respect for education and efforts for its expansion, and development are worth accepting, as, these are the basic forces for the progress of any nation.

The governmental machinery is of a democratic set-up. Of course, there, the democracy is a new and evolved democracy. The society here is an open society and they respect individuals as such. The freedom is priced high. There is a line and staff organization which is broad-based with a broad apex too. The system of promotion or the incentives here, reflects the spirit of decentralization and specialization.

III.3.c India

The total population of India, according to the latest census, is over 548,000,000. This is the second largest country in the world in terms of population.

Though the people of India are called Indians, they have many diversities of religions, language, traditions and customs like the people of the U.S.A. It is a country where
as many as fourteen approved State languages are spoken. Almost all religions of the world are followed in some form and a great variety of pretty by-religions, customs and tribal differences exist. There are as many as eighteen caste systems that differentiate the people and their status. Still, they are all Indians proud of their one nation.

The most outstanding character of the people of India is their attachment to traditional belief based on religion. They are generally proud of their heritage, culture and civilization. Despite the fact that the Indians have been generously and open-heartedly accepting the modern current social, economic, scientific, technological and political values and acclimatizing speedily. Accordingly, they do have their originality in many respects. India being the land of sages, most of the people even today, hold high esteem for moral and spiritual values.

India is having a British legacy, and hence, the spirit of conservatism and confirmism coupled with traditionalism is reflected among the people of India. In India, the democratic set-up is an adopted democracy. As a result of this, the education is in a transitional stage, hence, there is a clash of values. The patterns of social institutions is pro-British; and the pattern of education is hierarchical. Herein, the apex is narrow and the base is broad. More of the British values are prevalent in the
India's system of education. Of course, the American influence is looming on the Indian set-up since independence. The system of promotion and incentives are pro-British, and the centralized, authoritarian spirit is prevalent.

The vast majority of the people are engaged in agriculture on scientific basis. The others are chiefly in industries, trade and other occupations. The prosperity and national income may be low as compared to those of the U.S.A. and Britain, but the tremendous efforts and magnificent projects towards the uplift of the nation will soon give effect.

India is commented upon its strides in progress by many journalists. India, in their opinion, is a fast developing country. India is looked upon as a 'big power' in Asia, in terms of its economic development, industrial progress and business expansion. In terms of agricultural progress, India has made 'green revolution' possible with the help of U.S.A. and Britain and U.S.S.R. and is marching towards the 'white revolution'.

All these changes have affected education system also. Indian aspirations in education has increased to a significant level.

III.4 THE EDUCATIONAL HERITAGE

III.4.a Britain

Prior to religious reformation, Britain had evolved
a system of education that assured the supply of leaders of the community, though they did not belong to the masses. In support of this, it will be worthwhile to quote the official booklet 'Education in Britain', issued by the Central Office of Information, London, which reads as under:

"England has a longer tradition of education, but the provision of education for all, dates only from the end of the nineteenth century when the Government began to take a more positive responsibility for social welfare."9

In the fourteenth century, the first residential and secular school was established when the special schools for the classes were no longer effective. Since, grammar was the more important subject to the curriculum, this school was named as "grammar school". Later, in the eighteenth century, the leading schools assumed the name of public schools, because they were governed by the public trusts.

It was in 1832, that the first sign of State concern for education was envisaged by the Government agreeing to help the construction of school buildings. Again, it was in 1870, that the publicly supported secondary education was introduced by the Act of the Parliament. The Act provided literate workers for rapidly expanding industrial development. According to this Act, new school boards were formed which were empowered to make local laws to enforce compulsory education.

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education within their areas. In 1889, a central board was established to unify the activities of the local boards. In 1902, certain important changes were enacted under the Balfour Act.

County councils and county boroughs had jurisdiction over both elementary and secondary schools in their areas. But after 1926, when central schools were established all over the country, the historical distinction between elementary and secondary education had lost all its validity.

In 1895, Bryce Commission had recommended that one single school board within an area should control both elementary and secondary education. But, it was eventually under the Balfour Act of 1902 that the local education authorities were formed. Even then, only a minority of the local education authorities were vested with the power of looking after the secondary education.

Under the 1944 Act, the two groups of schools were renamed council schools and voluntary schools.

The Act of 1944 - Butler Act - has been proclaimed as the great landmark in the educational development of Britain. The act of 1944 superseded all existing Education Acts. It reframed the system of education and provided for the inspection of schools.

The main changes effected by the Act of 1944 are as
under:

(1) In place of the old Board of Education, the formation of the Ministry of Education, thus, increasing the power of the State,

(2) Increase in the age of compulsion to 15 and 18 for part-time education,

(3) Improvement of the tone of schools by controlling and reducing the ill-equipped schools,

(4) Prevention of wastage by the selection test at the age of eleven,

(5) Raising the status of technical schools by prolonging the duration of the stay to six years,

(6) Provision for an opportunity for readjustment at the age of 13 to transfer the misfits.

(7) The establishment of modern schools - providing complete terminal secondary education for all, making elementary classes no longer elementary, but primary to be rounded off later.10

Regarding this epoch-making Education Act of 1944, as Nicholas Hans puts it as follows:

Thus, we see that England has definitely broken with inherited social prejudices in all fields of education and entered a new period of radical reforms. However, all the valuable features of the old traditions whether religious, social or educational, are carefully preserved and integrated in the ideal of a free and tolerant democracy based on equality of opportunity for all. Hence-forward, the new three A's (age, ability and aptitude) will determine the education and future vocation of a child instead of the old three R's.11


The Education Act of 1944 made far-reaching reforms in the system of education of Britain. It is really a landmark in the history of education of Britain.

The National Policy of Secondary Education

Education is one of the most important functions of the State; hence, the bearing of the National Policy on Education in general, and on Secondary Education in particular is worth considering. In this connection, as Lady Plowden has put it:

"The foundation of education must be strong enough to bear the super-structure of secondary education which the country has already decided for its children."12

The above views were stressed by Lady Plowden, Chairman of the Committee. It implies that foundations of secondary and higher education are laid on primary education that caters to the need of the national prosperity and progress. The school is regarded as a social unit, and the most vital factor is a child's home. Since, the home and the school interact continuously, a minimum programme to encourage this interaction must be nicely recommended.

To put it in a nutshell, the policy of Britain towards education is least stated by the Report of the Central Office of Education, as follows:

The aim of the system of education in England is to provide a comprehensive service for all who can profit from it; to secure for children a happier childhood and a better start in life; to ensure a fuller measure of educational opportunity for young people and to provide means for all of developing the various talents with which they are endowed and so enriching the inheritance of the country whose citizens they are.13

Thus, the State policy of Britain towards education is aiming towards securing for children a better school-life enriched with varied experiences - curricular as well as co-curricular.

III.4.b The U.S.A.

From the earliest times, the United States has been relatively more advanced than the rest of the world. This is fundamentally not only because the United States has always been richer in natural resources and in skilled manpower, but also, because the entire development of American nation has been based upon education. It is the school where the United States was created and it is the American school, that has played a crucial role in determining the direction in which America should go. The typical American school or college was the financial responsibility of the locality long before it was commonly so elsewhere. Also, the laws pertaining to the development of education were introduced earlier in

the United States than in most other countries.

The American pattern of education was not developed overnight. Many of the colonists, who brought with them their institutions, ideas and values, brought a feeling and regard for education in the U.S.A. It should also be remembered that the colonists came from different backgrounds with great religious differences with a view to getting more freedom. This great diversity of cultural backgrounds made possible a variety of ways of living and various local institutions served the purposes, needs, values, etc. of several groups. Along with the development of economics and types of local Government in different forms in the British colonies, several types of schools also developed.

Right from the beginning, American education was not limited to a single type of school or a single standardized programme. The American education systems have continued to grow to meet the varied needs and conditions in different States. Even with these differences, American education has developed remarkable common features and strengths.

The great history of public education in the United States reflects major trends and developments. The first was the period of varied beginnings marked by emphasis upon religious and civil education in colonies where the interests of the church and the state were common because of the cultural and ethnic homogeneity. This period was
known as the colonial period or "The Dawn Period". By the close of this period, some distinguished leaders like Benjamin Franklin and Thomas Jefferson rose to the occasion and influenced the later course of the history of education by their efforts to promote the cause of public education. However, the base of education was full of narrow colonial beliefs. As Cremin and Borrowman put,

First, that most people do not really need schooling, and if they do, it should involve only a bare minimum of reading and writing.

Second, that for most of those who do have school programme should lean heavily on training in established religious belief; and

Third, that for an even more select few, a good liberal education in certain basic subjects like languages, mathematics, philosophy and religion is highly important.14

The second period was known as "The Formative Period" covering roughly the nineteenth century in which many social, economic and political changes took place. The ideas and concepts of Franklin and Jefferson are as follows:

(i) Schools should teach about practical affairs that would help a man in his life, and

(ii) education for freedom that would prepare intelligent citizens and wise leaders for the republic came to be gradually meaningful in

The four major factors that called for the sweeping changes in education according to Cremin and Borrowman were:

(i) the participation of larger number of people in voting and office holding;

(ii) the growth of commerce and industry;

(iii) the sharp rise in immigration, especially after 1840; and

(iv) the development of social reform movements during and after the 1830's.15

The eminent leaders like Horace Mann, James Carter, Henry Barnard, Calvin Wiley, Caleb Mills, Samuel Lewin and John Swett strengthened the hands of educational leaders, who clamoured for free public schools. The ideal of equality of educational opportunities was largely responsible for the establishment of State universities and land grant colleges all over the country. Assessing the contribution of this period, Crow and Crow give these comments:

Probably, the outstanding contribution to educational progress in the nineteenth century was the general awakening among people of all economic and social levels to the function and value of education. The responsibility of the community for the educational needs of its people was accepted in theory, even if it was not put completely into practice.16

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15 Cremin and Borrowman, ibid., p. 71.

The third period of Midpassage (1900) was in fact a period of national uprising and changes. The Americans accepted changes on a wide scale from the old to the new. Their philosophy of life, work and education were changed by the advancement in science and technology, rapid means of transport and communication, social-economic movement and national awakening to democratic ideals. The educational theory and practice had to be revised and reoriented as a result of the tremendous impact of the above factors. It was considered as a period of educational reconstruction, extension and improvement. Evaluating this period, Cremin and Borrowman state:

Generally, the American people encouraged public education in at least three ways. First, they extended opportunity through numbers. This meant a continuing effort to include children of all classes, races, religions and ethnic backgrounds in the common school as the continuing effort to provide equal opportunity for secondary and higher education to all on the basis of initiative and ability. Second, the American people extended educational opportunity by enriching the school programme. Realizing that there is no true opportunity unless there is some opportunity for choice; they introduced into the school new programmes of study which would improve talents and abilities of many different sorts—-Third, the American people extended educational opportunities by improving the quality of teaching ---- By employing new techniques, schools vastly improved the efficacy of instruction, thereby gaining more educational returns. 17

17 Cremin and Borrowman, op. cit., p. 90.
The preceding discussion clearly indicates the factors that tempered the educational heritage of the U.S.A. It is evident that in the allround development of the U.S.A., the contribution of the school and the prevailing pattern of education is important in no less/a degree than natural abundant resources and envigourating environment.

III.4.c India

Perhaps in no country of the world where the love for learning and reverence for education had so early an origin or has exercised so lasting and powerful an influence as in India.

The ancient Indian religion and activities connected with religion were the main-springs of all life activities. All aspects of life and work, viz. education, morality, philosophy, law, justice, government, trade and occupation were absorbed in religion, alongwith worship and prayer. As S.N. Mukerji points out:

The study of vedic literature was indispensible to every Hindu, and he had to be very careful about his moral, spiritual and intellectual growth—Religion saturated educational ideas too. The educational system aimed at the building up of character, the development of personality and the preservation of the ancient culture of the mother land. 18

The principal purpose of education in ancient India was the development of life-values and social service to the best of one's capacities. The ancient system of education consisted of three stages:

(i) home education up to the age of five,

(ii) school education up to the age of sixteen, and

(iii) university education after the age of sixteen.

The students were to exercise complete restraint during the course of their study and to live a simple, hard life of simple dress, plain food, hard bed and a celibate life. There were no distinctions between the rich and the poor, all being treated equally without exceptions.

By the end of the seventh century B.C., education was mostly confined to Brahmins, and the teaching profession was virtually controlled by them. But later on, with the birth of two new religions, viz., Buddhism and Jainism, the exclusive claims of the Brahmins and their priestly authority were challenged and a new era in education began, giving equal educational opportunities to all. Nalanda and Taxashila, the universities of that era earned an international reputation as universities.

But with the advent of Mohemedans, in India, the Muslim influence on education started its manifestations.
The credit for organizing Muslim education on a systematic basis goes to Akbar, the Great, who set up the Maktabs (Primary schools) and the Madrassahs (schools for Higher Learning). Education had received a great set-back and was at its lowest ebb during the period after the fall of the Mughal Empire. It was considered to be a religious obligation to help the spread of education by both Hindu and Muslim rulers. Liberal grants and donations were given for the promotion of education and scholarships were awarded to deserving students.

It becomes useful at this juncture to review the historical retrospect of the last two centuries to understand the present perspective of educational affairs of this country.

Though the East India Company was established in 1600 A.D., it was the Charter Act of 1813 that compelled the Company to accept the responsibility for the education of Indians, and to confer grants for the same.

Then, began the second phase which came to an end in 1854 with the Wood's Despatch of 1854. The Wood's Despatch of 1854 declared that the main objective of the educational system was to spread Western science and knowledge through both English and the spoken languages of the people as media of instruction.

The third phase opening in 1854 and closing in about
1900, was a period of rapid Westernization of the educational system, but of Indianization of its agency. By 1900, practically all the institutions of higher education used English as the medium of instruction and aimed at the spread of Western science and knowledge.

However, in 1880, three different agencies for the spread of education grew up, viz., the agency of the mission, schools and colleges, educational institutions organized by the Education Department and the small beginnings by the private effort of Indians. In 1921, the education was transferred to the control of Indian Ministers. Under the Government of India Act of 1935, the provincial autonomy came into being, and as a result, the Provincial Governments had much greater freedom to plan programmes for educational expansion and improvements resulting into several schemes, increased grants to education and a rapid increase in the enrolment of students.

The period between 1947 and the present day is the period of rapid expansion, progress and improvement in education. The aims and objectives of education were restated, the curriculum was revised, the examination system and evaluation procedures were modified; the decentralization of educational administration was implemented and the provision for teacher education was improved, and thus, giving a fresh look to the education in India.
The Attitude Towards Education

Education in India has been held in high esteem through centuries. In free and democratic India, education has been assigned the top priority in the national programmes of development.

In this connection, the Education Commission (1964-66) has aptly put it:

The destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people. In this context, it has become urgent:

- to re-evaluate the role of education in the total programme of national development;

- to identify the changes needed in the existing system of education if it is to play its proper role, and to prepare a programme of educational development based on them; and

- to implement this programme with determination and vigour.

Both the Central and the State Governments have undertaken the serious responsibilities for the spread and development of education at all levels without the distinctions of caste, colour and creed. It has been constitutionally provided that

equal educational opportunities be provided to all the people of India, irrespective of their racial or other differences.

The public uprising has been so widespread and the response to educational expansion schemes so intensive that almost every parent of every child has become keen towards educating the child in the best possible manner. The latest social, economic and even political and professional values have been fast changing attaching more and more significance to education. The tremendous expansion, development and innovation being noticed in the country indicate the magnitude of rich, healthy and prospective attitude expressed towards education in India.

III.5 THE CONSTITUTIONAL PROVISIONS AND AIMS OF EDUCATION

III.5.a Britain

The Education Act of 1944 reframed the public system of education and provided for the inspection of schools. The more important changes among others under the Act were the promotion to ministerial status and increase in power of the President of the Board of Education and for his department which became the Ministry of Education. For the first time, the minister was given effective power to secure development of a national policy for education. The Act defined the powers of the minister and of the Local Education Authorities. Further, Acts were passed in 1946, 1948, 1953, 1959, 1962 and
1964 supplementing and improving the details of the 1944 Act.

The Act of 1944 gave a legal recognition to the principle that it is the responsibility of the State to provide every child with an opportunity to develop his capacities and aptitudes to the full, spiritually, morally, mentally and physically regardless of his parents' means or status in life. The Act further provides for the education of the child in three progressive stages - primary education from the age of 5 to 11 +, secondary education from the age of 11 + to 15 and further education after full-time schooling. It was laid down in the Education Act of 1944 that it was the duty of the Local Education Authorities to secure that there are sufficient number of schools available for providing education in their respective areas.

III.5.a.1 Aims of Education

The main aims of the British system of secondary education can be enumerated as under:

1. To provide an opportunity to every individual child to develop his/her own talents irrespective of economic, social or religious status of his/her parents.

2. To enable the individual to equip himself/herself with the fundamentals of natural sciences, civic life, morality and religion.
3. To enable the child to understand and undertake fully his/her obligations as a citizen in a democratic set-up.

4. To enable the child to develop his/her hobbies or recreative interests so that his/her life may be lived fully and happily.

5. To enable the individual child:

(a) to use the English language constructively, orally and in writing;

(b) to use materials and tools basic to their life;

(c) to understand and penetrate the world around him;

(d) to be physically fit and healthy to carry out his duties;

(e) to develop aesthetic sense and natural understanding; and

(f) to develop his creativity.

Thus, it can be derived from the foregoing analysis that a number of factors, viz. historical, social, economic and religious - have played a vital role in shaping the present structure of education in Britain. The traditions,
customs and the general mode of life also contribute to the fabrication of educational policy. Moreover, the cultural heritage, industrialization, political situations and the world trends at large have given a tremendous force to educational reconstruction and to setting a structure of administration and organization. To put it in a nutshell, it is the setting consistent with the local needs and problems of Britain that has shaped the present system of education.

III.5.b The U.S.A.

The design, function and effects of education could be understood from the basic principles of the country's constitution. The shaping and development of education together with its goals and objectives depend solely on what constitutional provisions the country possesses.

When the people of the U.S.A. achieved their independence in 1776 A.D., their constitution was framed. The Federal Constitution as originally adopted in 1787 and later amended in 1791 had no reference as such to education, as it was considered to be the domain of the states.

III.5.b.1 The Structure of Educational Administration

The line and staff organization is simple and direct. The scheme has two dimensions: the vertical column listed roles and positions or authority from highest to
The structure of entire educational administration in the U.S.A. reflect the following characteristics. The highest Federal Government office looks after education and its administration is the U.S. Office of Education which serves as a centre for collecting information and statistics for reporting and distribution to the several states. This office is headed by a Commissioner of Education appointed by the President and confirmed by the senate. The activities and functions of the Office of Education are manifold.

At the State level, there is an advisory body called the State Board of Education appointed generally by the Governor. It consists of elected as well ex-officio members. This board has its jurisdiction over elementary secondary and in some cases higher education in the States. The principal officer who is mainly responsible for education in the State is the Chief State Education Officer or the State Superintendent of Public Instruction. There is also the State Department of Education which formulates uniform accounting procedures, requires specific information from local districts, interprets education needs, directs the teacher tenure, and retirement systems, supervises teaching programmes and exercises general control over the institutions for juvenile delinquents and exceptional children.19

The administrative unit at the local level is usually termed as 'the school district'; which is actually a unit of the State Government to carry out State education function in a decentralized manner. There are various types of local units, viz., city or urban, common school district, town or township, country and state. Their functions mainly are:

1. To give effect to the States minimum programme of education in the local community;

2. To launch such educational programmes as may fulfil the needs and wishes of the local residents;

3. To provide additional opportunities that the community desires.

The Chief Local Officer for Education is generally termed as the School Superintendent whose chief functions are to control, advise, supervise and coordinate the activities of the schools and to implement the State policy of education.

III.5.b.2 The American Attitude Towards Education

The people of the U.S.A. value education as the area most useful in the nation's development. They give prime importance to investment in human resource. It will be quite worthwhile to quote a paragraph from the brochure "Our system
The American system of free and universal elementary and secondary education is unique in the world history and a distinguishing character of that country. It is the greatest safeguard of the freedom of people, one of the best guarantees of their social and economic well-being. The education of those citizens in the ways of democracy is one of the most important responsibilities of each community of each State and of the United States as the greatest nation of the world.20

Education has become the greatest domestic concern of the American people. Since democracy is the social system that gives highest importance to the individuals, education is important and appropriate. Education is considered to be an important economic aspect that plays dynamic role in some of the intangible returns and values of the society. In brief, education in the U.S.A. has been viewed as the most significant investment, an essential and inevitable function of the State as well as of the society and a most powerful force of national prosperity and progress because of the following considerations:

1. Education helps the national income grow and individual earning possible.

2. It facilitates the seriousness of the problems of employment.

3. The educational attainments help the individuals choose a proper vocation.

4. Education helps increase individual happiness and well-being.

5. Education is a means of people's understanding, sincerity, duty and brotherhood.


7. Education promotes social change and scientific progress of the nation.

8. Education contributes a lot towards cultural progress and national leadership.

9. Education is a key to open a multifarious dimensions to the cause of national image in the world.

III.5.b.3 The Goals of Education in the U.S.A.

The goals of American education have evolved from her history, philosophy and culture. Democracy as a way of life developed in the context of these factors. It has become the national creed to which social institutions are closely committed. Education has, therefore, been considered in America as the chief vehicle for preserving and promoting the democratic ideals. In 1946, the
The concept of special and general education was expressed by the Harvard Committee on the objectives of education in a free country in the following words:

The aim of education should be to prepare an individual to become an expert both in some particular vocation or art and in the general art of free man and citizen. Thus, the two kinds of education once given separately in different social classes, must be given together to all alike.21

The opinions of more than 1800 persons were condensed in the final report prepared by Adam S. Bennion and William Carr, which summarizes the consensus of the conference in the following points:

The task of education should be to develop among the pupils:

1. The fundamental skills of communication,
2. Physical and mental health,
3. Appreciation of democratic heritage,
4. Civic rights and responsibilities,
5. Respect and appreciation for human values.
6. Ability to think and evaluate constructively and creatively,
7. Effective work habits and self-discipline,
8. Ethical behaviour based on moral and spiritual values.

9. Intellectual curiosity for life-long learning,
10. Aesthetic appreciation and self-expression,
11. Wise use of time and leisure,
12. Understanding of physical world and science,
13. An awareness of relationships with the world community.

Thus, the goals of education in the U.S.A. are quite appropriate to her historical culture and philosophy emerged from circumstances. Furthermore, the historic role of education in the U.S.A. has been to promote social progress.

III.5.b.4 The Aims of Secondary Education

Secondary school objectives have been stated in variety of forms: in terms of subjects, of psychological processes involved in learning of children's personal and social needs, of social demands, etc. stressing one or other of the major orientation of secondary education. They can be listed in three sections as below:

1. The objectives of secondary schooling are considered as tasks of development to be mastered as detailed below:

   (i) Learning physical skills,
   (ii) Building wholesome attitudes,
   (iii) Learning to get along with age-mates,
   (iv) Learning an appropriate role,
(v) Developing fundamental skills in reading, writing and calculation,
(vi) Developing conscience, morality and values,
(vii) Developing attitudes towards social groups.

2. The following are the three life situations as basis for curriculum development:

(i) Growth in health, intellectual power, moral choice, aesthetic expression and appreciation.

(ii) Growth in social participation, person to person relationships, group membership, inter-group membership.

(iii) Growth in the ability to deal with environmental factors and forces - natural phenomena, technological resources, economic, political and social structures and forces.

The overall function of secondary school is stated in terms of the following functions of social life by Mathew B. Miles as under:
(i) Protection and conservation of life, property and natural resources,
(ii) Production of goods and services and distribution thereof.
(iii) Consumption of goods and services.
(iv) Communication and transportation of goods and people.
(v) Recreation.
(vi) Expression of aesthetic impulses.
(vii) Expression of religious impulses.
(viii) Education.
(ix) Extension of freedom
(x) Integration of the individual.
(xi) Exploration.22

While summing up, one cannot refrain from stating that the ever-changing needs of the people of the U.S.A. and their day-to-day problems have been a dominating objective of their education. The pragmatic philosophy of life, the democratic principles of Government at whatsoever stage and rich economic conditions by way of tremendous agricultural and technological production are the factors which have contributed in creating a resourceful environment for education:

III.5.c India

The Constitution of India which is democratic in character has recognized education as the State function and as the important public affair. The educational institutions in India have been fully or partly supported by the State, as laid down by the Constitution in its basic philosophy.

The most significant and salient features of the democratic philosophy pertaining to education are under:

1. Education for all
2. Education for Social Justice
3. Education for Liberty, and
4. Education for Equality and Fraternity.

III.5.c.1 The Administrative Machinery

The present structure of the administration of education is more or less a gift of the British rule in India. Of course, noticeable changes here and there have been made, but the legacy of the Britishers is still found at each level of educational set-up.

After the independence of India, the image of the administration of education can be depicted in the following lines.

Education in India is the State responsibility. The Central Government plays an advisory role and sponsors some national schemes in education. In every State in India, an elected Minister is in charge of the portfolio of education. The Secretary of the Department of Education is the permanent head and the Director of Education is the executive head who acts as an expert advisor to the Minister of Education. The Director of Education controls the inspecting officers, the
teaching staff of the Government and recognized private institutes and carries out the general policy laid down by the Ministry.

In the centrally administered areas, the Union Ministry of Education is directly responsible for administering education through Local Governments.

There are three levels of education: primary, secondary and higher. Education at primary and secondary levels is financed by the State Governments, Local Bodies and private organizations. Higher education is financed by private organizations and by State and Central Governments. Governments, generally, exercise their control through a grant-in-aid system and inspection.

The secondary education is administered by Local Education Authorities known as 'Education Trusts' or 'Kelavani Mandals', with the supervision and control of State Governments, and financial assistance by the State Governments.

III.5.c.2 The Aims of Education

The main objectives of education in India in the context of the changing values and developing situations could be stated as follows:

1. Education should endeavour to relate it to the life, needs and aspirations of the people and
thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this, it is necessary (1)

1. to relate education to productivity;

2. to strengthen social and national integration;

3. to consolidate democracy as a form of Government;

4. to help the country to adopt it as a way of life;

5. to hasten the process of modernization; and

6. to strive to build the character by cultivating social, moral and spiritual values.

Thus, India has been the dawns and dusks of many a days under various situations and climates. The proud heritage and fascinating history full of ups and downs have taught her many lessons. The present and the past of India could be judged from many angles that have their share in moulding and turning the education system. Her slavery under the British yoke for 190 years and her struggle for freedom have given her a dynamic force to recast and reconstruct her socio-economic structure after 1947. The present setting of
the country with rich resources and opportunities bear testimony of her accelerated progress which has opened a new courier of education.

CONCLUDING OBSERVATIONS

The description and review of the data available at hand help the investigator arrive at the following conclusions:

Despite the fact that India having a very long civilization, culture and history has not been able to progress and prosper as much as Britain and the U.S.A. have. It may be because of her political enslavement for a long period. While Britain, though conservative and staunch religious-minded has undergone a great many changes in her life and traditions. Her historical background and heritage; so also her progress and flourishing in trade and industries have given her a magnetic jerk to reconstruct education, its organization and administration.

The people of America whose history is not so long and whose traditions and civilization are not unique have advanced with an alarming rate and created an unique education structure which is based on the principles of democracy and pragmatism. Her industries, natural resources and geographical conditions have contributed a great deal of dynamic force.
And, India, having a full scope of progress at the most accelerated speed can boast of her rich and enviable past culture and civilization. Her social and cultural settings have given her a lot to recast education in the new dimensions.

TABLE III.5
The Constitutional Directives

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Britain</th>
<th>The U.S.A.</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation through local authorities.</td>
<td>Implementation through local authorities.</td>
<td>Implementation through Government machinery.</td>
<td></td>
</tr>
<tr>
<td>Right to control</td>
<td>Parents have little right to control the secondary education.</td>
<td>Parents have right to control the secondary education.</td>
<td>Parents have no right to control the secondary education.</td>
</tr>
<tr>
<td>Political party interference</td>
<td>No political party interference.</td>
<td>No political party interference.</td>
<td>No political party interference.</td>
</tr>
</tbody>
</table>

Reading and interpreting the Table III.5, one can infer that as per the constitutional directives, the secondary education in Britain, the U.S.A. and India is controlled, managed and implemented through local authorities. This is a common feature in all the three countries. Regarding the right to control the secondary education, it
can be inferred that in Britain, the parents have little right to control the secondary education, while in the U.S.A. the parents have right to control the secondary education, and in India the parents have no right to control the secondary education. Regarding the phenomena of political party interference, there is no political party interference either in Britain, in the U.S.A. or in India. While regarding the responsibility of secondary education, it can be inferred that in Britain as well as the U.S.A., it is the State responsibility, while in India, it is State as well as Federal responsibility.

OBSERVATIONS

The whole picture of educational system of a country is painted on the canvass of the land. The canvass of land includes its geography, people and the climatic conditions. For example, the small geographic area of Britain helps it to have a centrally administered system of education, whereas the largeness of India and the U.S.A. leads them to have decentralization in its educational setting. The second influencing factor is the constitutional directives. The contribution of the country reflects the values appreciated and adopted by the people.

For example, the Britishers value equality of opportunity and developing of creativity in pupils. Similarly, the U.S. ideal accepts and values promotion of democratic
COMPARATIVE CHART

1. Latitude: So N 6° N
   Longitude: 1 E - 10° W.
   Area: 118,750 square kilometers.

Total population: 536,214,000.

Education for Social justice and aid,
Education for liberty, equality (and fraternity)

SECONDARY EDUCATION COMMISSION

1. The country is quite large.
2. The country is very small.
3. The country is very small.

1. LAND
2. LAND AND ENVIRONMENT
3. THE U.S.
4. INDIA

1. Latitude: 35° N, 45° W.
   Longitude: 72° W, 70° W.
   Area: 782,800 square kilometers.

Total population: 204,785,770.

5. MODERN EDUCATION
   - Education for Social justice and aid,
   - Education for liberty, equality (and fraternity)

6. COMPARATIVE CHART

7. CONSTITUTIONAL PROVISIONS
   - The aim of education.
   - The process of education.
   - The aims of education.
   - The physiological needs of education.
   - The psychological needs of education.
   - The social needs of education.
   - The economic needs of education.
   - The religious needs of education.
   - The aesthetic needs of education.
   - The intellectual needs of education.

8. SCHOOL FOR WORK, SCHOOL OF DIEAN, SCHOOL OF LAW.
   - Better education for the people.
   - Education for the people.
   - Education for the people.
   - Education for the people.

9. INSPECTION OF SCHOOLS AND FORMATION OF THE PEOPLE.
   - Education for the people.
   - Education for the people.
   - Education for the people.
   - Education for the people.

10. MODERN EDUCATION
    - Education for Social justice and aid,
    - Education for liberty, equality (and fraternity)

11. MODERN EDUCATION
    - Education for Social justice and aid,
    - Education for liberty, equality (and fraternity)

12. MODERN EDUCATION
    - Education for Social justice and aid,
    - Education for liberty, equality (and fraternity)

13. MODERN EDUCATION
    - Education for Social justice and aid,
    - Education for liberty, equality (and fraternity)
ideals and respect for the individual. Perhaps, in the severe consonance as India has drawn the spirit of the constitution of the U.S.A. and Britain - the Indian ideal is equality, liberty and justice. In other words, all the three countries, appreciate and reflect democratic principles, but, for each country, a particular value is a question of emphasis. With regard to the democratic ideal in education, the three countries do not differ at all. The following chart - Figure No. 1 will be useful in having at a glance of view of the whole thing.

The investigator would like to give the following observations in this regard:

As described earlier, the land, the people and the constitution play a very significant part in shaping the educational system of the country. But, as discussed earlier, the constitution reflects the values of a country. But any country does not arrive at values abruptly. Values, in fact, are a product of the past heritage. For example, Britain had a very long history of monarchical type of Governments and it has also arrived at democracy not by the process of revolution, but by the process of evolution. Hence, democracy as a value is evolved in Britain. As a combination of both,
therefore, the values and attitudes of the people reflect conservatism, orthodoxism and centralization of powers.

With regard to the U.S.A. the case is very different. It was never under the direct subversive power of any ruler, except paying of taxation to Britain for first three centuries, after the discovery of America by Columbus. With regard to the establishment of colonies, the people came from the various countries of the world. They had to adjust with others and make a way of their life. This resulted into adjustment, pragmatism and respect for the individual as the highest values in peoples' esteem. The American educational system reflects these values.

The case of India is a unique case. India has the longest past heritage. With solid philosophic foundations, India has mixed contributions from Mohemedan Badshahs, Hindu Emperors, Buddhist Kings and British rulers. Therefore, the Indian mind essentially believes in a hero worship. This led to authoritarian structure of the society. The long cultural past led India to conservatism. Both these values led Indian people to be confirmists rather than radicalists. The very factor of resistance which worked as a conservative force for preservation of culture and religion became a hindering force in educational innovations.

If we look to a period of independence, India is the youngest, Britain is the oldest and the U.S.A. is younger
than Britain but older than India. But the emergence of new India as an independent nation, brought attention from many countries and consequently, aroused the expectations and aspirations of her own people. The reflection of these interacting values could be observed in the system of education.

These values are reflected in the administration, organization, finance, decision-making procedures and several aspects of secondary education.

The next chapter deals with the system of Administration of Secondary Education.

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