The cherished goal of the Indian people for the provision of universal, free and compulsory elementary education saw the dawn of fulfilment after the day of Independence of India. The first Five Year Plan, (1950-55) conceived soon after the adoption of the Constitution, gave a very high priority to elementary education; but the failure became evident in 1956 when the Second Five Year Plan was adopted. Thus, the progress of elementary education is so slow that we are unable to implement the only directive principle of the State Policy in education. Why is it so?

The recent persistent complaint from almost all the quarters of Indian life and culture, that education, particularly elementary education has not been able to suit and gear the tremendous progress and uprisings that are, at an accelerated speed, taking place, deserves attention and demands consideration. Of course, the philosophy and objectives laid down of elementary education are sound indeed; but the organization and administration required to implement the policies seem to lack leadership and direction.
These lessons of leadership and direction could be sought from the advanced countries like England, the U.S.A., the U.S.S.R. etc., whose experience in this field may be well utilized with modifications and in situational context. This indicates a bad necessity of comparative study like this.

This comparative study is conceived of and motivated by various reasons. Perhaps in no period in the history of mankind has there been a greater need for the people and nation of India to know, understand, accept and apply aptly the approaches taken by other countries in solving the problem of elementary education.

Thus, the purpose of this study is to contribute to an understanding of the current trends in the organization and administration of elementary education and various influences that have produced them in advanced countries like England, America and Soviet Russia. It further seeks to suggest new dimensions in the field of elementary education and the possible ways and means to reconstruct it.

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— M.R. PANCHAL