CHAPTER III

THE EDUCATIONAL SETTING

The forces that determine the character of education in any nation have a significance that 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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(In England, The U.S.A.,)
(The U.S.S.R., and India.)
CHAPTER III

THE EDUCATIONAL SETTING

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 tradition, 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 all that helped the nation build up her unique pattern of education must also find a place in such a study.

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 title of this investigation apparently reveals the fact that a comparison of organization and administration of elementary education in the four countries mentioned, is to be made with a view to making it applicable to Indian background, if possible, in any way. It is, therefore essential that preliminary study of the backgrounds should be made to understand the educational phenomena. As Sir Michael Sadler said:

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......

Historical development being a very gradual process deserves a thorough and reflective study of several pertinent issues as mentioned above in the beginning. In addition, the attitude of the people towards education, their expectations, the pattern of the government, its structure, 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 elementary education of the four countries under this study.

The investigator, therefore, humbly attempts here to study the various factors having their contribution either directly or indirectly to the problem of this study.

England, 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. Despite this fact, it was said, 'The Sun never sets in the British Empire.' The statement indicates England's ruling potentiality all over the world with her intellectual, physical, economical and scientific superiority developed and maintained until recently over most other countries of the world. The principle reason of her prodigious and amazing potentialities in many spheres of life was her education system and objectives that aroused an ever-growing feeling of nationalism, patriotism, scientific outlook and political uprising. We should be surprised to understand her education system, the most powerful and dynamic source of inspiration and advancement. Besides, the various factors that caused and affected such a system can never escape our attention and study. These factors viz., historical, geographical, traditional and even governmental deserve a brief mention here:

The Land

The land of England excluding the country of Monmouth on Welsh border occupies a total area of 81,320 square
kilometres and is divided into 39 geographical or 46 administrative countries. The latitude of 50° North cuts across the southernmost part of the British mainland and latitude 60° North passes through the Shetland islands. The prime meridian of 0° passes through the old Observatory of Greenwich (London) while the eastern most point of England is nearly 1° 45′ East and the western most point of Ireland is approximately 10° 30′ West. It is just under 960 kilometres in a straight line from the south coast of Britain to the extreme north and east.

It could be noticed from the above statistics that the area of England is very small as compared to India which has eighteen States each as large as England. It is two and a half times smaller than Gujarat of India having a total area of 1,8715 square kilometres. But the population density of England is higher than Gujarat, India and even any part of the world because of various reasons. It was approximately 540 per square k.m. in 1961. According to the census of 1964 the total population of England was 44,725,000 as compared to 2,06,33350 of Gujarat in India.


The climatic conditions of England are quite favourable to the physical and mental development of her people and their prosperity. England 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 $15^\circ F$ to $23^\circ$. The annual rain fall in England is 34 inches fairly well distributed throughout the year.

England's complex geology is one of the main reasons for its rich variety of scenery and the stimulating contrasts found within short distances, particularly on the coasts. The eastern coast of England between the Humber and the Thames estuary is for the most part low-lying, and for hundreds of years some stretches of it have been protected against the sea by embankments. The marked tidal movement around England sweeps away much of the sand and mud brought down by the rivers and makes the estuaries of the short rivers valuable as natural harbours.

The soil being very thin and poor in England 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 whole of England has been cultivated and farm land covers the area except where there are urban and industrial settlements.
### TABLE 2
ENGLAND AT A GLANCE *

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<td>Official exchange rate</td>
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<td>School year</td>
<td>September to July</td>
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</table>


**The People**

The people of England have been four 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 England for destinations outside Europe. Many of them later returned and a large number of Europeans mainly Russians, Poles, Germans and Hungarians entered the British Isles.

It has been estimated that there are currently up to a million commonwealth immigrants in England, many of them living in the congested parts of industrial cities such as London, Birmingham and Bradford. They are making an important contribution to the economy of public services by relieving shortages of labour India's contribution among others is worth noting.

Throughout England the population is predominantly urban and suburban. During the nineteenth century the labour demand of newly developing industry drew great members from the countryside. At present nearly eighty per cent of the population live in the seven great conurbations whose centres are the cities of London, Manchester, Glasgow, Leeds, Birmingham, Bradford and Wolverhampton. Even the twenty the 20 per cent of the population who live in rural areas regularly work, shop or go to school in towns.

The majority of the people of England follow or keep faith in the Christian religion with mainly two counterparts:
Roman Catholic and Protestant. They speak English language, which is the official language of the Government and is widely used for almost all the proceedings social, cultural, judicial, industrial or scientific except in few cases of religious and ceremonial procedures where French is concurrently used.

The social life and traditions of the people of England are rich and varied. The number of households and their small average size reflect a number of factors including lower birth rates, increased survival into old age, 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. It does not mean a weakening of a family feeling though family ties may link fewer people than in former times. The volume of travel at Christmas time along with families indicates the hidden devotion in thousands of homes where infirm old relatives or handicapped children are cared for by their families.

The life in England is almost selfreliant only with the exception of a very few who are millionaire and with small children. Now-a-days wives can normally expect some help with their household tasks from their husbands. The general living standard has risen very high. Much of
the drugery has been reduced by changes in habits and equipment such as cooking utensils, gadgets, floors, preparation of food etc. The introduction and use of most modern and scientific labour saving devices have been very common and most working women have profusely begun to enjoy the benefit of these. The life everywhere is quick, quiet, scientific, civilized and moderate though flying and worriedsome due to increased tensions.

Opportunities for education and training have widened; these are increasingly the keys to advancement. Social distinctions based on occupations have become much less clear-cut. 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 indoor 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.

A number of people from all age groups and occupations find their main free-time interest 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.  

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

The Educational Heritage

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. It is imperative for us to take into account the historical forces that govern the course of evolution of education to understand it. Prior to religious reformation, England had evolved a system of education that assured the supply of leaders of the community though they did not belong to the masses. There was a move for introducing schools for the children of royalty and those closely connected with the court, ever since the time of Alfred the great. It

7 Education in Britain, London, Central Office of Information, 1966, p. 3.
may be thus called the forerunner of public schools for the children of the privileged in later years. Besides these palace schools, there were monasteries where the monks used to impart religious education. The palace schools provided education in seven liberal arts: Grammar, Rhetoric, Arithmetic, Music, Astronomy, Geometry and philosophy, while the monastic schools had a distinct religious bias in their curriculum and laid a much greater emphasis on handwriting.

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

Just before reformation, there was an apology for primary education in the chanty schools. With the dissolution of monasteries, a void was created and the universities and public schools soon adjusted themselves to the changed conditions by switching over from the Catholic to the Protestant faith. New public schools were started.

For elementary education for the masses, there was hardly any adequate provision. But for the classes there were special proprietary school which kept the students up to the age of 13 and prepared them for the entrance of the public schools.

The condition of elementary education in England prior to the nineteenth century was not much different from that of India a few years ago. The more well-to-do could send the children to preparatory schools, while the poorer parents had to be content with what the Dame schools provided and that was almost nil. At the beginning of the nineteenth century, a desire had originated among the leading thinkers to do something for the education of the masses. Legislature was active to prevent child labour in factories. The monitorial system of education was also introduced, which was rather criticised. It was a feeling that some rudimentary education would profit the industrial worker.

The first reformers of elementary education in England was found among factory owners like Robert Owen. Lord Broughan and Macaulay who proposed the nationalization of education as the right and duty of the State, were, however philanthropists outside the domain of factory owners. It was in 1832 that the first sign of state concern for
education was envisaged by the government agreeing to help construction of school buildings. Again it was in 1870 that the publicly supported elementary 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 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, whereas Part III Authorities had jurisdiction over the Elementary schools only. This division created dual control over the same area in all non-county Boroughs and urban districts and made coordinated planning impossible. Before the reorganization of Elementary Schools on Hadow lines the division was more or less clear-cut, 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 should within an area should control both

elementary and secondary education. But it was eventually under the Balfour Act of 1902 that L.E.A.S. were formed. Even then only a minority of the L.E.A.S. were vested with the power of looking after the secondary education.

The 1944 Act passed into law a new compromise greatly migrating the organizational defects of the 'Dual System.' Under the 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 England in many ways. The Act of 1944 superseded all existing Education Acts. It reframed the public system of education and provided for the inspection of schools outside the system. The main part of the Act came into operation on 1st April 1945.

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

1. In place of the old Board of Education formation of the Ministry of Education, thus increasing the power of the state-


3. Increase in the age of compulsion to 15 and 18 for part-time education.
4. Improvement of the tone of schools by controlling and reducing the ill-equipped schools.

5. Prevention of wastage by the selection test at the age of eleven.

6. Raising the status of technical schools by prolonging the duration of the stay to six years.

7. Provision for an opportunity for readjustment by an internal examination at the age of 13 to transfer the misfits.

8. 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.

Thus, the Act of 1944 is an important revolution in the field of education in England towards the transition from a laissez faire state of non-interference to a Welfare State showing an active concern of the education of its young providing an equality of opportunity. As Nicholas Hans states:

"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."

The National Policy of Elementary Education

"The foundations of education must be strong enough to bear the super-structure of secondary education which the country has already decided for its children,"\textsuperscript{11} told lady Plowden, Chairman of the Committee.

The national policy of positive discrimination to favour areas in which children are most deprived socially is given top priority by the Central Advisory Council of Education (England) in a Report: "Children and their primary schools." The Council's other recommendations include high priority for the recruitment of teachers' aids as an immediate source of help to teachers, the extension of part-time nursery education, the beginning of a new structure for primary education, the improvement

\textsuperscript{10} Nicholas Hanss op.cit., 1968, p.272.

of inferior primary school buildings and efforts to raise the school leaving age to 16, planned for 1973 do not hold up.

The spiritual recommendations of the Council reveal the fact that utmost importance and top priority are given to elementary education in England. It further implies that foundations of secondary and higher education are laid on primary education that caters to the need of the national prosperity.

Higher priority in the total educational budget is given to primary education. Primary schools are giving good value for the relatively inadequate amount of money spent on them. The primary school is regarded as a social unit. The most vital factor in a child's home, from the educational point of view is the attitude of his parents to school - the interested parent has the interested child.

At the time of growing awareness of the importance of environment and social background and relationships the importance of a closer partnership between the two parties to every child's education - home and school - is recognized. Since the home and the school interact continuously a minimum programme to encourage this interaction including the welcoming to school of a child and his parents; more regular; private talks between parents
and teachers; improved open days; the issuing of information, of the work of the school to the parents and more useful and informative reports on the child's progress is suggested and implemented.

In brief, the policy of England towards education could be stated 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."12

The Constitutional Provisions and Aims of Education

The years 1943-1944 are the turning points in the history of education in England because in July 1943, the Government's proposals were presented to Parliament in a White Paper Educational Reconstruction (cmd.6458), which were

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generally accepted and welcomed throughout the country and were embodied in the Education Act of 1944 which superseded all existing Education Acts. It reframed the public system of education and provided for the inspection of schools outside the system.

The more important changes among others under the Act were the promotion to ministerial status and increase in power for 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.

For the first time the educational process was regarded as a continuous one through which all children and young people would pass. The Act defined the powers of the Minister and of the local education authorities. Further Acts were passed in 1946, 1948, 1953, 1959, 1962, 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 capabilities 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.

As laid down in Section 8 (l) of the Education Act of 1944 the duty of Local Education Authorities is as follows:

"It shall be the duty of every Local Education Authority to secure that there are sufficient number of schools available for providing education in their area."

Aims of Education

The most outstanding objectives among others of the English system of elementary education could be stated as:

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

2. To enable the individual to equip himself with the fundamentals of natural sciences, civic life, morality and religion.

3. To enable the child to understand and undertake fully his obligations as a citizen in a democratic nation.
4. To enable the child to develop his hobbies or recreational interests so that his 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;
(f) to develop his creativity.

Thus, it could be seen from the foregoing description and analysis that a number of factors - historical, social, economical and even religious - have played a vital role in shaping the present structure of education in England. The traditions, customs and the general mode of life also contribute at large to the fabrication of educational policy. Furthermore, the heritage, industrialization, political situations and world trends at large have given a tremendous force to educational
reconstruction and to setting a structure of administration. It is, in short, the setting consistent with the local needs and problems of England that has shaped the present system of education.
II THE U.S.A.

In spite of amazing prosperity and advancement in various fields and a glowing superiority over the world economics, technology, science, education and democracy, the U.S.A. is still in the making. She is essentially a new country of the four great countries of the world, only because her past is so short that, from the European point of view, it is part of her present and such cannot as yet play the role of stabilising force as in Europe. As Nicholas Hans puts it:

Indeed in the American estimate the past is ballast in its original sense of a "worthless load" and they 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 frontier 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 the 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. 13

The Land

The United States of America are situated between the two great oceans of the world and in the middle of the densely populated countries on the other side of those oceans. The climatic situation is ever refreshing for they like in temperate region. Almost one half of the area is covered by rocky lands having vast high lands. The Mississippi, Massiry, the Ohio and the Jenessi are among others the useful rivers that add to the fertility of the plains and navigation of the country. The area that the U.S.A. covers is about twenty millions kilometres. Her East to West length is 4500 kilometres and North-South breadth is 2575 kilometres. The entire country has been under three distinct types of geological portions: (1) The Western Rocky region (2) The Central Plain and (3) The Eastern Highland.

**TABLE 3**

**THE U.S.A. AT A GLANCE** *

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<td>September to June</td>
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* International Year Book of Statistics, 1968

**The Climate**

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 extreme snow-cold. There is heavy rain fall in the East whereas in the West the rain fall is very low, about 25 Centimetres. There is rain in California.
The Vegetation

There are thick forests in the border of rocky regions and in the North and the rest of the land is barren. There are grass fields in the Eastern slope of Rocky hills. The central plains are agricultural but the Eastern region is full of woods which has by now been cleared up and made agricultural.

The main agricultural product is wheat, the highest being in Kansas. But in South the Cotton is the chief product. Besides, maize, etc, beet and potatoes are the subsidiary agricultural products.

The Industries

There are magnificent industries of various types based on rich mineral resources. The principle industrial centres are Pittsberg, Cleaveland, Buffalo, Detroit, Manchester etc. The industrial products have increasingly added to the riches and prosperity of the people. Consequently, the U.S.A. are dominating the world economy, technology and many other spheres of life.

The People

The total population of the U.S.A. is about two hundred millions, most of whom migrated from Europe. They belong
to different religions and nationalities: English, German, French, Italian, Greek and Jews. In spite of these differences, they have all accepted the American nationality forgetting their original ones and are proud of being called Americans. The traits of various tribes are all found in the Americans, but there is no enmity and are therefore they are united. The most remarkable feature of the American population is their negro community totalling to about 15 millions and having been given equal rights and opportunities.

The most surprising and notable character of the people of the United States of America is their unity and pragmatic philosophy of life. The people have made up their way of life and built up their traditions on the strength of change and innovations based on prevailing social values and needs. Their success lies in their remarkable traits of tremendous work, unflinching devotion, deep sense of accomplishment, diligence and magnificent faith and attachment to pursue success. Their unique art and skill is their pragmatic approach to any walk of life. They are the great lovers of freedom and democracy.

They have tremendously dedicated to the cause of national uprising and wellbeing. Their keen sense of equality, freedom and progress have contributed a lot to the making
of the present nation. Their respect for education and efforts for its expansion, flux and development are worth accepting, since they are the basic forces of the progress of any nation.

A great majority of the people are very rich and live a happy luxuriant life, with almost all the modern amenities and pleasures. They spend a great deal of their income after education and miss not a single opportunity of educational development. The great principles, values and moralities of national character, progress and soliditary are found in the people of America.

**The Educational Setting**

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 culture has been based upon the privacy of education. It is the school where the United States was created and from the time of Puritans onwards, the American school has played a crucial role in determining the direction that America should go. The typical American school or college was the financial responsibility
of the locality long before it was commonly so elsewhere. So also, laws on the development of education came earlier in the United States than in most European countries. This has given American education a tradition of relative abundance which, added to the generally high standard of living, has given it a particular flavour.

America is closely bound up with European history and culture. The two fundamental factors which shaped American tradition were widespread European movements, born and grown to staturate in Europe; and although rejected in some parts of Europe they left deep traces even in those countries which are officially traditionalist-Catholic, or authoritarian-Marxist.\textsuperscript{14}

The American education did not develop overnight. Many of the colonists, who brought with them their institutions, ideas and values also brought a feeling and regard for education in America. It should be remembered also that the colonists came from widely different backgrounds with great religious differences with a view to getting more freedom. There were several languages besides English; Dutch, Swedish, French and German used in some colonies. 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 economies and types of local government in different forms in the English 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. "Uniformity in Diversity" is the characteristic of American education.

The great history of public education reflects major trends or developments. The first was the period of varied beginnings marked by emphasis upon religious and civil education in colonies where church and state interests were common because of cultural and ethnic homogeneity. This period was known as the colonial period or "The Down Period." As the setting was new and the adventurous spirit prevailed among the settlers, it became possible to change in the light of the new experiences. 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
educational history by their efforts to promote the cause of public education. However, the base of education was full of narrow colonial beliefs. It was, as Cremin and Borrowman put, dominated by several ideas:

First, that most people do not really need schooling, and if they do, it should involve only a bare minimum of reading and writing (arithmetic began to come in toward the end of the nineteenth century).

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.15

The second was a period 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 viz.

(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 this period. The four major factors that called for the sweeping changes in education were: (1) the participation of larger number of people in voting and office holding; (2) the growth of commerce and industry; (3) the sharp rise in immigration, especially after 1840; and (4) the development of social reform movements during and after the 1830's.¹⁶

The eminent leaders like Horace Mann, James Carter, Henry Barnard, Calvin Wiley, Caleb Mills, Samuel Lewis and John Swett strengthened the hands of educational leaders who clamoured for free public schools. The ideal of equal educational opportunity 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 state:

"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.17

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 entire philosophy of life, work and
education was changed by the advancement in science
and technology, rapid means of transport and communi­
cation, socio-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. Let us see how Cremin and
Borrowman view and evaluate this period:

"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"

17 Lester Crow and Alic 'Crow: Introduction to Education;
effort to provide equal opportunity for secondary and higher education to all on the basis of initiative and ability. Second, the American people extended education 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.  

The Constitutional Provisions and Governmental Machinery

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 depends solely on what constitutional provisions the country possesses.

When the people of the United States of America achieved their independence in 1787 their constitution was framed

Its preamble expresses the will and aspirations of the people in the following words:

"WE THE PEOPLE of the United States of America in order to form a more perfect union, establish Justice, insure domestic Tranquility, provide for the Common Defence, promote the general Welfare and secure the Blessings of Liberty to ourselves and our prosperity, do ordain and establish this Constitution for the United States of America."

Thus it could be noticed that 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. Despite this fact, some of the sections, and amendments do affect the educational policy in general and serve as a guideline to States. The first amendment determined the secular character of education and provided the basis for academic freedom in the following words:

"Congress shall make no law respecting the establishment of religion or prohibiting the free exercise thereof; or abridging the freedom

19 The Constitution of the U.S.A.
of speech, or of the press; or the right of the people peacefully to assemble, and to petition to government for a redress of grievances."

The tenth amendment was the basis for the delegation of public education function to the States whereas the fourteenth amendment pointed out to the free and non-discriminatory aspect of public education, thus legalizing the concepts of equal privileges and equal opportunity and protection of law. Consequently, the public schools of the nation were obligated to preach and practise the established principles. Thus education became the function of the States. The following words of the Council of State Governments throw light on the philosophy behind the responsibility of the States:

"The State responsibility for education is firmly imbedded in the constitutions of several States and buttressed by traditions and court decisions. This responsibility of the governments of several States for the education of their citizens is much more than a theory or a tradition or a legal convention. An examination of the efforts of the States to
strengthen their public school systems indicates that it is a living principle guiding the recommendations of governors and legislatures in each of the forty eight States. There is evidence that State Governments recognize their obligations to make improved educational programmes and facilities accessible to all.

Accompanying this acceptance of State responsibility is the conviction that a large share of local control is both desirable and essential. This belief that education should be kept close to the people appears to be accompanied more and more by a feeling that it should be as free as possible from political entanglements and from domination of any interests that might use it for selfish ends."20

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 lowest or vice versa the horizontal items represent staff members who performed advisory, research, supervisory and specialized service.

Under such a plan the line and staff organization of a school system appears to be clear and efficient.

Let us now look at the structure of entire educational administration in the U.S.A. in brief. The highest federal government office to look 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 manyfold.

At the State level there is an advisory body called the State Board of Education appointed generally by the Governor. It consists of individual elected as well as 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 educational
needs directs the teacher tenure and retirement systems, supervises teaching programmes and exercises general control over the institutions for juvenile delinquents and exceptional children. 21

The administrative unit at the local level has been 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 among others are:

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

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

3. To provide additional opportunities that the community desire.

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.

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 wellbeing. 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.\textsuperscript{22}

Education has become the greatest domestic concern of the American people. Since democracy is the social system that places highest premium upon individuals, education is important and appropriate. Education is considered to be an important economic aspect that plays a dynamic role in some of the intangible returns and values of the society. In brief, education in the United States of America 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:

\textsuperscript{22} National Council of Chief State School Officers, Our System of Education; Washington D.C., 1950, p.5.
1. Education helps the national income grow and individual earning possible.

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

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

4. Education helps increase individual happiness and wellbeing.

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.
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 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."\(^{23}\)

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.
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 United States of America 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. Jefferson's oft-quoted statement linking education and social freedom has become a text for countless commentators, and the idea is deeply engrained in American thought and practice.

The Aims of Elementary Education

Elementary 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 elementary education. Three of these are described below:

1. The objectives of elementary 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 sex 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 persistent 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 ability to deal with environmental factors and forces - natural phenomena, technological resources, economic, political and social structures and forces.

3. The overall function of elementary school is stated in terms of the following functions of social life:

(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.
While summing up, one cannot refrain from stating that the ever changing needs of the people of America 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.

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III THE U.S.S.R.

The Union of Socialist Soviet Republics one of the great powers standing on the peak of scientific and technological marathon race of the world is a great federation of fifteen constituent national republics of the Russian people, many nationalities or various origins, backgrounds and traditions. It has secured its unique place as a great powerblock on which depends the peace and conflict. The world has begun to regard it as a dynamic force of balancing the superiority complex of science and technology in the globe.

Having proved its place first or second in the space adventures, it has surprised and awakened the feeling and faith of many nations towards it, its people, principles, education, ethics, aspirations and alarming progress. We, therefore, need to study as far as possible the very conditions of that country that made it possible to bring it up to the level of other most advanced countries of the world. In our present study of the comparative education, it would be criticised if it escapes our attention, for many adequate reasons viz., one of tremendous size and area, two of various people, languages, creed, faiths and nationalities and three of its long heritage.
The Land

All the territories of the U.S.S.R. with the sole exception of Ukraine were at one or another time a part of historical Russia or of the Russian Empire. The present international federation in its structure, both political and economical, has grown out of the former Russian Empire.

With a land mass of more than 8,500,000 square miles, the U.S.S.R. is the largest continuous State territory in the world. It is almost six times the size of India and three times the size of the United States of America. Stretching from the icy wastes of the Arctic in the North to the cotton and tea plantations and fruit orchards of the South, and West to East from the Baltic Sea and the Carpathian Mountains to within sight of Alaska across the Bearing Strait, it covers one sixth of the earth's surface. The country is surrounded with land and ice with few exits to the sea. Since oceans served as the chief highways for trade and cultural intercourse until very recently, "Russia's lack of early access to warm water ports constituted an important factor in isolating

her from other parts of Europe and from the main streams of civilization that influenced the character of the Western world."  

It is for many other reasons as well that Russia missed the advantage of the free flow of ideas - scientific, cultural, artistic, technological - until relatively late in her history. Despite the fact that she is self-sufficient in industrial potential and possesses some of the richest natural resources, she entered the 20th century as a backward country. This was also because she did not have any impact of the industrial revolution.

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### Table 4
**The U.S.S.R. At A Glance**

<table>
<thead>
<tr>
<th>Details</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population (mid-year 1964 estimate)</td>
<td>300,200,000</td>
</tr>
<tr>
<td>Total area</td>
<td>K.M. 22,403,000</td>
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<tr>
<td>Population density</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of total population in age group 5 - 14 years</td>
<td>-</td>
</tr>
<tr>
<td>Illiteracy rate in population 15 years old and over</td>
<td>-</td>
</tr>
<tr>
<td>National Income</td>
<td>-</td>
</tr>
<tr>
<td>Official exchange rate</td>
<td>1 Rouble = 0.25 Dollar</td>
</tr>
<tr>
<td>School year</td>
<td>-</td>
</tr>
</tbody>
</table>

*International Year Book of Statistics, 1968*

### The People

The most surprising and notable character of the people of the U.S.S.R. is their unity in great diversity. They have different nationalities, customs, traditions, faiths and heritage, they speak different languages worship various Gods and Goddesses and live distinctively. Still they are all Russians. It is a multinational State.
where in contrast some 177 different minority groups speaking more than 125 languages and dialects and observing some 40 different religions have been living side by side for thousands of years with a spirit of maintaining ethnic unity in spite of clinging to tribal customs and national traditions.

Under such contrasting conditions, the U.S.S.R. has capitalized these minority groups and achieved a wonderful unity into diversity on the national pride. It has organized the larger groups into fifteen political entities known as Soviet Socialist Republics (SSR's) seventeen Autonomous Soviet Socialist Republics, nine autonomous regions and ten national districts. "While it popularizes their linguistic and cultural heritage, the Soviet Regime subjugates these national minorities by controlling their economy and politics, repressing their religious and nationalistic aspirations for independence and infusing communist ethics and view points into their way of life."27

About three-fourths of the total population of the U.S.S.R. are slaves. The remaining quarter of the population is composed of peoples different from the

slaves, such as the Armenians, the Georgians, the Kirghiz, the Kazaks, the Uzbeks, the Buryat-Mongolians, the Fins and so on. The problem of numerous strong national minorities remains a constant one for the Soviet Regime and measures continue to be taken to achieve Communist Russification.

The Educational Heritage

It is from the Tsarist Russia that Soviet Regime inherited an intellectual tradition. And that was a respect for learning and certain academic and scientific excellence. A very thin minority that received education considered it to be good compared with the best then available in the Western Europe. In fact, in order to staff her schools in Russia many scholars were brought with the aim of excelling the intellectual careers with advanced study in Western Europe.

The preliminary educational system was designed for the few with the result that the Russian peasantry remained outside the halls of learning. Elementary education usually was unavailable to them. There were islands of educational progress with schools for the common people set up as the result of the enthusiasm and almost missionary favour of individuals. It was a feeling to
help lift up the Russian peasantry out of its backwardness, ignorance and superstition. In the beginning these schools which were started by individuals and the educational inroads made by them among the people were generally accomplished in direct opposition to the Tsarist Government and the hierarchy of the Russian Orthodox Church.

Prior to World War I, the revolutionary ferment seething in Russia was beginning to have noticeable success in educating the people. It is an optimistic estimate that by 1914 half of the Russian children of primary school age were going to some sort of school. On the eve of the Communist Revolution in 1917 the educational system was in a state of gradual expansion. Prior to 1917 Marxists considered education as a "weapon" of the bourgeois through which they educated themselves and their own children in order to insure their continuing rule and domination over the "masses."

At the same time, the Marxists declared that it was essential for factory and plant owners in a capitalist economic system to see that their workers were given useful and essential vocational and technical education in order to man developing industry more efficiently. It was believed that with such education they would be
better workers and therefore better able to raise labour productivity and bring in more money for their capitalist bosses.

The Marxists denounced the spread of popular education in capitalist countries as education not for the betterment of workers but for selfish capitalistic interests. They further maintained that the genuine education was available only to members of the ruling class which further used their intellectual superiority to elaborate ideologies justifying the status quo.  

Since education affects economic basis of society, it could not be divorced from politics in the U.S.S.R. To wrest the "weapon" of education away from the capitalists became a fundamental objective of the communists.

Karl Marx stated that education should be mental, physical and technical. He opposed the capitalist education and said: "In capitalist society the bourgeoisie gives the workers only as much education as is in its own interests. And that indeed is not much."  


In 1917 the Communists were armed with theoretical beliefs about the possibilities of education for all as well as some definite ideas of how that education might be used to increase technical efficiency in the new society which they planned to set up.

**A Historical Retrospect**

The Soviet educational system of today is a product of many diverse beliefs and ideologies and therefore deserves a historical peep into. Imparted in as many as 180 languages, drawing its contents from the various national cultures, in its form and organization, the Soviet school system is Russian in direct historical descent from pre-revolutionary Russia. With a view to understanding the theory and practice of Soviet education the fundamental fact of identity between historical Russia and the present international Marxist Soviet Union should be borne in mind.

It was Catharine II who founded the original Russian State system of education in 1783 which was free, secular, co-educational and common to all groups of population. The system that consisted primary, intermediate and secondary schools was reorganized by
Alexander I under the direct influence of the famous scheme of Condorcet. 30

It was the first democratic unique in Europe but unfortunately for Russia Nicholas I in 1829 reshaped the whole system on class lines and prohibited some sort of education for the serfs and lower orders. After the revolution of 1905 the State Duma passed several laws leading to the establishment of a democratic common school. The Soviet Government accepted the ideals of the radical Russian intelligentsia and in 1918 established a democratic ecola unique, co-educational, secular and free in all stages.

Tsarist Russia was highly centralized in the matters of administration and the local authorities had a very limited form of government. Only in the field of elementary and adult education there was a certain scope for local initiative and independence. The non-Russian territories were treated in the same way as the Russian provinces and the national minorities had no legal status as separate nationalities. Each of the sixteen constituent Republics and many autonomous Republics have school-systems in their own native languages.

Upto 1933 there was organ either Union or Federal for educational administration and each Republic had an independent Commissariat of Education. During the war all commissariats were renamed Ministries and a new Ministry of Higher Education was created as the Union Federal Organ. Only the institutions of general education pre-school, primary, secondary and adult are administered by the ministries of education of the sixteen Republics independently of the Federal Control. 31

But due to the unifying influence of the Federal Communist Party, the uniform structure of the school system throughout the U.S.S.R. emerged despite the existence of the sixteen independent Ministries of Education. Thus a combination of centralization with devolution of powers was achieved to a certain extent and all the public authorities, local Republican and Federal began to share in control and maintenance of educational institutions.

The Russian school system was in the process of transition on the eve of the Revolution of 1917. 32 The class system remained still unaltered and unreformed consisting of two separate ways: one for the masses

and the other for the intelligentsia. Both urban and rural elementary school had a four years' course for the age group 8 and 12. The higher elementary school in urban areas only had also a four years' course for the ages twelve to sixteen. There was a provision for transfer from elementary to the secondary system with a loss of two years. Thus it was possible for the boys to enter the first form of secondary school at the age of twelve from the elementary school.

The State Duma intended to raise the standard of the two stages of the elementary system to that of the first six forms of the secondary system thus making the three upper forms of secondary schools into a third stage of a common school. But the reform was delayed due to war and revolution until 1918 when the Unified Labour school of two steps was established by the Soviet Government in 1923 the grades were modified into the school of the First Grade with four years and the school of the Second Grade with five years which was divided into the First Cycle-three years, and Second Cycle-two years. 33

However, the actual practice did not follow the act of 1923. In the rural districts, the school of the first

33 Nicholas Hans, Educational Policy in Soviet Russia, London, 1930, p. 34.
grade was, in fact, the old elementary school whereas in urban districts the First Grade with the First Cycle of the Second Grade formed the "Seven Years' School."

Compulsory attendance was introduced in 1930 for the ages eight to twelve in rural areas and eight to fifteen in all industrial and urban areas which was extended to the age group seven to eight after the war.

Looking to the present conditions relating to education in the U.S.S.R. one can get the following glimpse: The ages three seven are catered for by an extensive system of kindergartens which exist not only in towns but also on all collective forms in the country. Though attendance at kindergartens is voluntary in 1954 1,746,800 children of the age group three to seven attended about 30,096 kindergartens. The number of pupils in the elementary grades amounted to 13,579,000 in 1956 and in the intermediate grades it was 9,268,000 and in the upper grades (8-10) 5,253,000. The comparatively small number of pupils in the elementary schools was the result of war.

The credit of the entire creation of the pre-school system sponsored and controlled by the State goes to

the Soviet Government. For the infants of the intelligentsia in larger cities only a few private kindergartens existed before the revolution of 1917. It was for two reasons that the Soviet Government made the kindergarten a mass institution. First the importance of the early childhood for moral and civic training was generally recognized comparatively recently, and secondly the increasing participation of women in industrial occupations demanded their release from domestic duties. According to the new Regulations of 1944: “The kindergarten is a State institution for the Soviet civic education of children between the ages of three and seven pursuing the aim of ensuring their all-round development and education. At the same time the kindergarten facilitates the participation of women in the work of the State and industry and cultural and social political life.”

The primary school has a four years' course and since 1944-45 the primary stage ends at eleven plus of the Russian traditional elementary school. In rural areas, the elementary school is still an independent institution whereas in urban and industrial centres it is a part of the seven years incomplete secondary school. The organization and curriculum in the first four years
are identical. The international structure of the U.S.S.R. requires proficiency in two or even three languages for the majority of the Soviet citizens.

The achievement of the Soviet Government in the field of education could be objectively appreciated remembering that in 1918 Russia was in the state of disorganization and half devastated after the war of 1914-18. The economic and cultural level fell lower during the three years of civil war, famine and epidemics. It was only in 1925 that the real reconstruction in all respects especially in education was started. In 1926 the percentage of literacy throughout the U.S.S.R. was 51 per cent. In 1939 just before the 2nd World War the percentage of literacy for the whole union was 81 per cent. 35

Along with the quantitative expansion of education in the U.S.S.R. the improvement in the quality of education was noticeable from 1934. But the break out of the war of 1941-45 interrupted this unprecedented education expansion. However the reports indicate that in 1947 the wounds of war being gradually healed and the U.S.S.R. has resumed with the same revolutionary tempo both the

economic reconstruction and the cultural regeneration of all the millions inhabiting the sixteen constituent Republics. 36

It could be noticed from the foregoing description that the U.S.S.R. too is passing through the period of transition in education in comparison with the situation in India. India and the U.S.S.R. both are attempting to adjust the inherited traditions to the ideals of democracy and the changing economic structure of society.

**Attitude Towards Education**

According to Marxists: "Education is a weapon of the bourgeoisie through which they could be educated and their own children too, in order to insure their continuing rule and domination over the 'masses.'" Furthermore they declared that in a capitalist economic system it was essential for the factory and plant owners to see that their workers were given essential vocational and technical education in order to man developing industry more effectively.

It became a fundamental objective of the communists to wrest the 'weapon' of education away from the

capitalists. They promised themselves that they make education open to all when they came into power. They would also replace other ideologies and religion by communism. It was stated by Karl Marx at the Geneva Congress of the First International that education should be mental, physical and technical. The following extract from Karl Marx's famous book CAPITAL gives a very clear picture of the attitude towards education:

"Modern Industry, indeed compels society, under penalty of death, to replace the detail worker of today, crippled by life long repetition of one and the same trivial operation, and thus reduced to the mere fragment of a man, by the fully developed, individual, fit for a variety of labours, ready to face any change in production..... One step already spontaneously taken towards effecting this revolution is the establishment of technical and agricultural schools..... in which the children of the working men receive some little instruction in technology and in practical handling of the various implements of labour. Though the Factory Act that, first and meagre concession wrung from capital, is limited to combining
elementary education with work and in the factory there can be no doubt that when the working class comes into power, as inevitably it must, technical instruction both theoretical and practical, will take its proper place in the working class schools." 37

In other words, in 1917 the communists were armed with theoretical beliefs about the possibilities of education for all as well as some definite ideas of how that education might be useful to increase technical efficiency in the new society which they had planned to set up. 38

**Governmental Machinery and Policy**

With a view to understanding something of the perspective of education, its administration and finance it is essential to look at the governmental machinery. The Government of the Soviet Union is formally set forth by the constitution enacted in 1936. The only party that was permitted to exist in the U.S.S.R. was the Communist Party which controls and dominates

the Soviet Society. At the top, a few key members form a powerful clique that determines and directs Soviet plans and policies affecting the life of the people.

It should also be remembered that the Communist Party exercises control not only through the formal party organization but also operates directly through governmental channels. The party members are defined as "the most active and politically conscious citizens," united to strengthen and develop the socialist system. The party is the leading core in all organizations of the working class both public and State. In general, high party officials also hold the most responsible and important governmental posts.

It is a device utilized by the Communists to subject the will of the many to that of the few. 39

Let us, therefore, bearing this in mind, view the Soviet Constitution and governmental machinery which is of importance and interest as an operational force in education in the U.S.S.R.

The Soviet Constitution provides extensively the rights of Soviet citizens. It further provides that the people

39 Merle Fainsod: Op.cit., p.120.
shall be formally governed by communist party and non-party members popularly elected by all Soviet citizens over 18 years of age from a single state of candidates to serve a four-year term as deputies in the Supreme Soviet of the U.S.S.R. This is a bicameral body with executive and administrative functions as well as judiciary and legislative ones.

Since the Supreme Soviet meets only once a year to approve legislation, these responsibilities are delegated to and carried out by other organs whose members are elected by the deputies to the Supreme Soviet. The bodies of the Supreme Soviet are:

1. The Soviet of the Union whose members are elected according to electoral districts on the basis of one deputy for every 300,000 of the population.

2. The Soviet of Nationalities whose members are elected on the basis of 25 deputies from each union republic, 11 deputies from each autonomous republic, 5 deputies from each autonomous region and 1 deputy from each national district.

Both the houses have equal powers and jointly elect a presidium to carry on the work of the Supreme Soviet.
between sessions. The presidium has fifteen vice presidents, one from each union republic. The Constitution further provides for a Council of Ministers known as a Council of People's Commissars prior to 1946 which is defined as "the highest executive and administrative organ of State authority." After the Central Committee of the Communist Party approves the name of a single candidate for each post, ministers are elected by the Supreme Soviet.

Ministries are of several types in the U.S.S.R. with different status depending on their functions. The major ministries for the country as a whole are those concerned with foreign affairs, foreign trade, administration of defence, the defence industry, communications and transportation. The minor ministries for the country as a whole are responsible for directing affairs such as public health, the food industry, higher education, culture, internal trade, justice and light industry.

For example, the Union Republic Ministry of Higher Education alone controls higher education for the nation. In each union republic there are ministries responsible for matters within the competence of the republic such as health, agriculture, education, below the higher education level, local industry, social maintenance and municipal economy.
Despite the fact that the Supreme Soviets of the Union Republics are unicameral, the governmental structure parallels that of the Central Government. Each of the union republics also has a Council made of its own Ministers and representatives of autonomous republics within their borders and representatives of the all union ministries.  


The function of education in the U.S.S.R. as precisely enunciated by Soviet policy is to serve the needs of the State that is pre-eminent. Every person is expected to contribute his best efforts to its full development. And it is his primary obligation. His own growth and development of his individuality are of secondary importance. In order to attain the minimum educational base for the multifarious additional training considered essential to build up Soviet culture and economic and military power, it is considered necessary to give part-time educational programmes to provide adults with schooling.

This broader aspect of Soviet education is what is meant when discussion centres on the announced

communist intention to create the "new Soviet man."

From these basic premises other inherent aspects of
Soviet educational policy and practices are derived.
The State attempts to decide through its planning
mechanism what skills and in what proportion are
needed for the most efficient development of the State.
For instance the State decides that a certain number
of electrical technicians are needed to assist and
modernize the State industries. Consequently aspiring
children throughout the U.S.S.R. complete for enrolment
in the new technical schools.

Soviet education aims at education for excellence with
freedom of choice resting with the State to the end
that the State may be developed to the optimum. Whereas
in India and America education aims to give every
individual the right of free choice to the end that
each may have opportunity to develop his individual
capacities to the optimum consonant with his abilities
and his desires.

According to article 121 of the U.S.S.R. all Soviet
citizens have a right to education. It provides free
education in grades VII - X and in higher schools.
The State also maintains a system of stipends for
students considered likely to be of greater service to
the State as a result of semi-professional or higher education. Schools are opened approved and run by the State. The curriculum and methods of instruction are determined by the State to ensure that education is in line with the party and the State policy.

The State system of education covers all levels from pre-school through university. The U.S.S.R. is vocal on its policy of non-discrimination in education on the grounds of race, colour, sex, language or social origin. It is silent on its policy in education relating to discrimination on the grounds of political beliefs and opinions.

The State is separate from the church and vice-versa, according to one of the first Soviet decrees that prohibits the teaching of Scripture in any school where general education subjects are taught and forbids observance of religious ceremonies in the schools. The natural and social phenomena are given a "scientific-mate-realistic" or aesthetic explanation. Leaders of the Communist Party Organizations work actively to indoctrinate young people in the aims and ideals of the Party.

Education is conducted in the native tongue. Russian literature, history and traditions are incorporated
in the curriculum to develop an appreciation for the Russian "big brother" republic. In creating the technical-scientific base on which the development of the country and the consolidation and expansion of communism depends, training of manpower and woman-power for the use of the State is considered of major importance. Internationalism in education emphasizes the Soviet claim of superiority of the Soviet way of life with its opportunity for the worker.

The Objectives of Elementary Education

The chief function of education in the U.S.S.R. is to create communist citizens who will in turn create the Communist State. It is, thus, viewed by the Communist Party as an instrument for the formation of a Communist Society. The Soviet educators, therefore, point out that education must be necessarily completely subordinate to the interest of the regime. It is quite noticeable in the Soviet educational policies and practices that Communist outlook and service to the States are inherent. Certain functions are regarded by the regime as basic to communist education at the elementary level. They are among others as follows:
1. To foster an aesthetic attitude towards unexplained natural phenomena;

2. To instil Communist morality which is defined as the training of "courageous citizens of the Socialist State who deeply love their motherland and are prepared and able to defend it against its enemies; people conscious of their civic duty, able to fight for the common cause of the working people, disciplined, staunch, strong of will, straightforward, honest industrious, devoted to the interest of the workers, active and resolute to champions of communism;"  

3. To develop general aesthetic sense through which the growing generation is taught to appreciate past and contemporary achievements in art, music and literature;

4. To impart physical education to aim at all round development of the body;

5. To develop mental ability and intellectual training by which children may be familiar with the principles of science, develop memory, perception, imagination

---
and ability of expression both oral and written and learn to acquire knowledge and synthesize and apply it in practice;

6. To impart polytechnical education through which the children may acquire the principles of science, the main branches of industry, machinery, operation of large-scale industrial and agricultural production, use and operation of simple tools and instruments;

7. To develop a socialist attitude towards work and labour.

It is, thus, clear that the educational setting of the U.S.S.R. is a result of many more factors interwoven with the life and soul of the Soviet people who have come up successfully in the firmament of world progress and prosperity. To create a new Soviet man and to serve the needs of the State are some of the aims of the Soviet Government. Science and technology have been the cornerstones of the Soviet advancement in spheres of life. Their old historical traditions, communist philosophy and political views and efficient as well as firm, ironminded leaders have played a significant part and creating a rich, healthy setting in the U.S.S.R.
In the context of the former three countries analysed in this chapter, 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 full of morality and spirituality. Dr. S.N. Mukerji has described India's rank in the world history of evolution and development in the following words.42

"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.

Not only this, India is a world in itself. Nearly one fifth of the human race inhabits

this country. Numerous races speaking countless languages and professing nearly all the religions of the world reside there. Her majestic snow-covered mountains, the bubbling rivers, the glittering Sun beams and wondrous birds and beasts strike one with amazement. The virgin forests of Assam with an annual rain fall of more than 150 inches in contrast with the dry and arid regions of Rajasthan, the alluvial plains of the Ganges on the one hand and the rocky Deccan plateau on the other, the cool and pleasant climate of Kashmir in contrast with the warm deserts of Kutch just give a rough idea of the keleidoscopic nature of climate and physical features. Even her natural resources are so vast and varied that she can be economically self-sufficient."

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. Referring to this Dr. S.N. Mukerji writes:

"India is also the cradle of great civilization, which in its origin is at least, as ancient as that of Egypt or Babilonia. At the same time, she is not cut off from the rest of the world. The extension of Indian culture and influence towards central Asia, the West and the South-East go back to remote times. Ashoka's missionaries travelled far and wide.....Hindu works of astronomy and mathematics were studied in Cordova, and from there they found their way to the universities of mediaeval Europe."

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.
<table>
<thead>
<tr>
<th>Details</th>
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<tr>
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<td>Total area</td>
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<td>Population density</td>
<td>Per K.M. 1.16</td>
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<td>Percentage of total population in age group 5 - 14 years</td>
<td>24.1</td>
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<td>Illiteracy rate in population, 15 years old and over</td>
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<td>National Income</td>
<td>Re. 99,100 millions</td>
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<td>Official exchange rate</td>
<td>1 Re. = 0.21 Dollars</td>
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<td>School year</td>
<td>June to May</td>
</tr>
</tbody>
</table>

* International Year Book of Statistics, 1968

The Land

Since India is a sub-continent rather than a country, her land mass is very large having 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 up to South pole. It covers a land mass of 33.68 lacks square kilometres.

The territories of India were quite natural before 1947, the birth of Pakistan; but now, beginning from the West of India, there are Pakistan, Afghanistan, China, Nepal and Brahmadesh. In the North there are Bhutan and Sikkim in special treaty relations with India. The rocky range of the North is almost inaccessible and the hills of the East are not through.

The place of India is on the North hemisphere between 8° and 37° North latitudes. The passes through the middle and in the West is situated the end of Kutch on 68½° East longitude and in the East on 97° East longitude.

The position of India is very significant in many ways. The trade ways between China, Japan, Australia, Europe, Africa pass through near 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, Vishakhapattanam, Kandala, Manglore, Navalakhi, Ratnagiri etc.

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There are high mountains like Himalayas, and Arvallies like the Ganges, Brahmaputra, Narmada, Krishna, Tapi and Kaveri, large rivers like Sindhu, Ganga, Brahmaputra, Narmada, Krishna, Tapi and Kaveri, lakes like Wooler and Lonar, and plains like Western shore, Eastern shore, Ganga, Gujarat. The climatic conditions being extreme high and extreme low in temperature and in rain fall affect the life and progress of the countrymen.

The People

The total population of India, according to the latest census, is over 500 million which is two and half times more than that of U.S.A., about ten times more than that of England, and about \( \frac{10}{3} \) times more than that of U.S.S.R. It 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 U.S.S.R. 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 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 always proud of their heritage, culture and civilization. Despite the fact that the Indians have been generously and openheartedly 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.

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

**The Educational Heritage**

Perhaps in no country of the world 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. May be that countries like China, Egypt and Babylonia rank with India as being the cradles of ancient civilizations, but no other country has left behind such enduring marks of heritage as India. "Her art and literature, which survive to the present day bear eloquent testimony to her cultural institutions of ancient days. The institutions with the hall-mark of the hoary past has lived through the ages on account of their system of education which is acknowledged to be extraordinary sound." 44

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

"The study of Vedic literature was indispensable 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." 45

44 Dr. S.N. Mukerji, Education in India, Today and Tomorrow, Baroda, Acharya Book Depot, 1964, p.1.
The principle purpose of education in ancient India was the development of life values and social service to the best of one's capacities. The thread ceremony (Upanayan Sanskar) which was rather obligatory for every Aryan indicates that education was in one way or the other compulsory for every boy. The ancient so-called education system consisted of three stages: (i) home education up to the age of seven (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 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 naturally, therefore, the teaching profession was virtually controlled by them. Later with the birth of two new religions, viz., Buddhism and Jainism, the exclusive claims of Brahmins and their priestly authority were challenged and a new era in education began giving equal educational opportunities to all. The monastic system of education was introduced by Buddhism. Nalanda and Taxashila, the
Buddhist monasteries of that era earned an international reputation as universities and attracted many a foreign scholars and pilgrims.

But with the advent of the Mohamadans in India Buddhism disappeared passing on its best elements to Hinduism. The Muslim education was confined mostly to the followers of Islam. The credit for organizing education on a systematic basis goes to Akbar, the Great who set up two types of educational institutions viz., the Maktabs (Primary Schools) and the Madrassahs (Schools for Higher Learning). Since every mosque had a Maktab attached to it and the whole country was dotted over with mosques, primary education was made easily accessible to all. The Hindus also had to attend the Maktabs and Madrassahs because Persian was the court language.

Education had received a great set-back and was at its lowest ebb during the period after the fall of Mughal Empire. Even then a popular system of education survived a century of decay and numerous indigenous schools were found existing towards the beginning of the last century.

Certain remarkable features of both Hindu and Muslim education were that the whole education system was
religion-oriented and influenced the aim, the content of study and daily life of pupils. Furthermore, "it spread downwards, it was not built up from below. Indian civilization was a product of the country, not of the town, of the forest, not of the town."\textsuperscript{46}

The system was successful, since it was based on teacher-taught relations. There was reverence of the pupil for his teacher and his affection in return. As Dr. S.N. Mukerji states:

"The social status of the teacher was very high, and even the mightiest monarch used to pay homage to the humblest teacher. The teaching profession was adopted for the love of work and not so much for earning money. Learning was prized for its own sake and as a mark of the highest human development, and teaching was never handicapped by examination requirements."\textsuperscript{47}

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


\textsuperscript{47} Dr. S.N. Mukerji, Op. cit., p.5.
the promotion of education and scholarships were awarded to deserving students. Despite their tremendous help and generous donations to the building up of educational institutions, the royal patrons neither claimed any authority nor interfered with the management. Thus it was made possible for every village to have its own primary school.

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

The first phase of this begins from the beginning of the eighteenth century and ends with the Charter Act of 1813. Though the establishment of the East India Company was early in 1600, it was only very late in 1800 that the Company was called upon to encourage education among its subjects. But as there was an opposition in the Parliament, the Company refused to accept any obligation on its part for the education of Indians. It was after a prolonged agitation, that the Charter Act of 1813 compelled the Company to accept responsibility for the education of Indians, to incur some expenditure and to admit missionaries to its dominions for spreading Western 'light and
knowledge.' It was a beginning of the State system of education in India under the British rule.\textsuperscript{48}

Then begins the second phase of this account which ended in 1854 with the Wood's Education Despatch of 1854. It was a period of controversies and experiments. One group represented by Macaulay believed in substituting Western education for India and desired to create a class of persons who would be Indians in blood colour, but English in tastes, opinions, morals and intellect. The other group believed in the synthesis of the Eastern and Western cultures and consisted of the senior servants of the Company. They were also sub-divided into two groups: one advocating the synthesis by spreading Western science and knowledge through the medium of Indian classical languages while the other arguing that such a synthesis was possible only by spreading Western science and knowledge through the spoken languages of the people enriched by the study of classical languages.

The Despatch of 1854 ironed out these conflicts for the time being by declaring that the main object 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. The major conflict arose between the indigenous system of education on the one hand and the new system created by the Wood’s Education Despatch on the other. 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. There was also a conflict between the agencies of education viz., the Europeans and the Indians, the latter being non-available and unfit to conduct English schools. Hence, their efforts were limited to the collection of funds and to the conducting of schools and colleges under European Headmasters and Principals.

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 beginning by the private effort of Indians. The Indian Education Commission’s opinion that efforts
of Government should be mainly directed to the encouragement of private Indian enterprise as the best means of spreading education in India. Consequently, between 1880 and 1900 there was such a great development of private schools and colleges by Indian enterprise that in 1901-02 Indian private enterprise was the most important agency for education since the Commission's recommendations were generally accepted.\textsuperscript{49}

In 1901 with the convention of the Directors of Public Instruction by Lord Curzon at Simla the new chapter opens and with the transfer of education to the control of Indian Ministers in 1921 it closes. It was a period of political unrest and there was, therefore, a constant tug of war between the two schools of thinkers, the main points of difference were: Indian Universities Commission, the Indian Universities Act of 1904, the revised grant-in-aid codes framed between 1904 and 1908, and bill of compulsory elementary education by Gokhale and others resulting into the transfer of the Department of Education to Indian Ministers in 1921.

The fifth phase between 1921 and 1937 emerging the Government of India Act of 1935 that introduced Provincial Autonomy in British India is a period of first experiments under Indian Control. The provincial Governments had much greater freedom to plan programmes for education expansion and improvements resulting into several schemes, increased grants to education and a rapid increase in the enrolment of students. Of course there were some serious difficulties including the world economic depression which darkened the horizon and a drastic retrenchment had to be exercised on educational expenditure. It was a great set-back to the enthusiasm of Indian people.

The three years between 1917 and 1940 formed an extremely crowded hour in the educational history; since larger funds for education were made available, the primary education expansion scheme, the introduction of compulsion and the liquidation of adult illiteracy were undertaken, the Wadha Scheme of education was introduced and a great fillip was given to physical and vocational education. Despite the break out of the second World War, the central Advisory Board of Education drafted a plan of Post-War
Educational Development in India estimated to cost Rs. 300 crores. In 1947, before any substantial progress could be recorded of the extension and reform in education by the Congress Ministry, the Britishers withdrew from India bringing an end to their educational history in India.

The period between 1947 and the present day is of rapid expansion, progress and improvement in education. That most of the Indian States had earlier passed compulsory education laws was a good sign for the march of education after freedom.

It was after the independence of India that the elementary education was made free, compulsory and universal. Education was considered a sole responsibility of the States. A number of reforms, schemes and programmes have been planned, implemented and launched towards the great uplift of education in free India. A multitude of activities concerning the development of education at various levels was being found in India between 1947 and 1961. The aims and objectives of education were restated, the curriculum was revised, the examination system and evaluation

process were modified, the decentralization of educational administration was implemented and the provision for teacher education was enlarged and improved, thus giving a fresh look to the education in India.

The Attitude Towards Education

Education in India has been held in high esteem and respected through centuries. The educators and educated both hold a position of respect and status not only in the society but also in other spheres of life. In the past, the teachers were looked upon with great reverence and their services considered of great national importance. They were perhaps worshipped in some sections of the society paying great stress on their holy work of teaching and sacred profession of bringing up the national culture and advancement.

In free and democratic India education has been assigned the top priority in the national programmes of development and advancement, so much so that it is believed that the destiny of India is being shaped in her class-rooms. Both the Central and the State
Governments have undertaken their serious responsibility of the spread and development of education at all levels without the distinction of caste, colour and creed. It has been constitutionally provided that equal educational opportunities be provided to all people of India irrespective of their racial or other differences. Furthermore, it has been considered the Government's prime concern to wipe out illiteracy to a maximum and bring up the educational standard as high as possible attaching much more importance to the fulfilment of the principle of free, compulsory and universal elementary education.

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, economical 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.
The constitutional provisions

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 State supported as laid down by the constitution in its basic philosophy. As has been laid down by the Indian constitution, the States are responsible for "education including universities, subject to the provisions of entries 63, 64, 65 and 66 of List I and entry 25 of List III."\(^5\)

List I contains the items under the Union Jurisdiction. The entries 63, 64, 65 and 66 read as under:

\[63\] The institutions known at the commencement of this constitution as the Banaras Hindu University, the Aligarh Muslim University and the Delhi University and any other institution declared by Parliament by law to be an institution of national importance.

\(^5\) Constitution of India, 7th Schedule, Article II.
64 Institutions for scientific and technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

65 Union agencies and institutions for:
(a) professional or vocational or technical training including the training of police officers; or
(b) the promotion of special studies or research; or
(c) scientific or technical assistance in the investigation or detection of crimes.

66 Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

List III consists of the concurrent items on which both Union and States can legislate. The entry 25 refers to the Vocational and Technical training labour. The constitution has also laid down directives for the State policy with regard to free and
compulsory education in the following words:

"The State shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years."

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

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

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. After the independence of India, the image of the administration of education in the words of Dr. B. P. Lulla is as under:
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 Public Instruction is the executive head who acts as an expert advisor to the Minister of Education. The Director 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 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.52

The Elementary Education is administered by local authorities known as "Jilla Shikshan Samitis" with the supervision and control of State Governments and financial assistance by both the local governments and State governments.

The Aims of Education

The significance and the role of education as has been described by the Education Commission (1964-66) read as under:

"The destiny of India is now being shaped in her class-rooms. This we believe in no 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 re-construction whose principal objective is to raise the standard of living of our people. In this context it has become urgent:

1. to evaluate the role of education in the total programme of national development;

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

3. to implement this programme with determination and vigour.  "53

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

Thus, India has seen 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 more than 150 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

From the table given here, (No. 6) it could be seen that the comparisons are apparent and significant.

Furthermore, 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 and culture has not been able to progress and prosper as much as England, the U.S.A. and the U.S.S.R. have. It may be because of her political enslavement for a long period. While England, through 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 trades 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

<table>
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<td>Population density</td>
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<td>Per K.M. 21</td>
<td>Per K.M. 9</td>
<td>Per K.M. 116</td>
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<td>Percentage of total population in age group 5-14 years</td>
<td>15.2</td>
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<tr>
<td>Illiteracy rate in population 15 years and over</td>
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<td>2.5</td>
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<td>80.1</td>
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<td>-</td>
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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.

The U.S.S.R., though a large and backward country in the past, undergone a great revolution and adopted a communist pattern of government and made a great stride in the field of agriculture and industry. She could recast her education, its organization and administration in the light of her changed circumstances.

And India having a full scope of progress at the most accelerated speed can boast of her rich and enviable past civilization. Her social and cultural settings have given her a lot to recast education in the new dimensions.