"Notwithstanding the fact that the leadership of modern India is in the hands of statesmen more intellectual than perhaps are to be found in any other nation, there is in India (as Edward Shils recently wrote) 'no intellectual community'. This is due in part to the lack of a hierarchy of cultural institutions in the country; and this in turn is related to the fact that the universities have responded too weakly to the challenge of Asiatic culture."

- Sir Eric Ashby.
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VIII.0 THE BACKGROUND

In this chapter, the investigator has tried to explain the role of universities in creating leadership and their contribution in form of research in the nations under study.

The main work of the universities is to maintain the standard of teaching and to involve the higher type of research work. They are also the agencies to create leaders for the society. For the development of the research work the universities make the facilities of scholarships for the talented students for the further education, specially for research work. The scholarship is given to the students either by the university or by the concerned government. Another factor for the development of leadership in
role of university in creating leadership is highly connected with the following aspects:

1. The Research Work
2. The Student Life
3. The New Trends in Higher Education

VIII.1 THE RESEARCH WORK

This is an important function of the university in the world. By inspiring and doing research work the university can maintain its own standard and reputation. Therefore, the research work is an appropriate criteria to measure the role of the universities in creating leadership.

Now the investigator will discuss the same with the reference to the countries under study.

VIII.1.a The U.K.

Here the investigator will discuss the role of the universities in creating leadership in an English society. In the U.K., research work is related with the universities and with the government and industrial organizations. The Science Research Council gives awards to the students,
also does its best in this respect. James Mountford's views are notable in this regard:

Industry as a whole has a vital interest in university research in a highly competitive world. The result of such research and its application have a direct bearing not only on the prosperity of the individual enterprises but on the well-being of the entire national economy. In addition to maintaining their own research branches, they give a generous and continuous support to fundamental research, the application of which cannot possibly be foreseen. They contribute liberally to the general funds of the universities, assist the work of particular departments, and establish fellowships for Ph.D. students and post-Ph.D. workers. Between industry and university there is much cross-fertilization. 1

Thus the university research work is an important aspect in creating leadership in the field of Higher Education in the U.K. The industrial community and the government do co-operate in functioning out the research projects undertaken by the university students.

As it is observed by an eminent English professor, one of the serious defects of the British universities is:

The organization of advanced study, more particularly in the various branches of the arts, and an imperfect provision of post-graduate and research studenthips. Post-graduate work has not received adequate encouragement in Great Britain. The Ph.D. degree was instituted by the

British universities only towards the end of the First World War, mainly to attract students from America, British Dominions and India.²

It can be traced from the above statement that the research work was encouraged at the end of First World War in the U.K. But at present days, the research work in the English universities is being undertaken in its natural form.

As Bernal states, "Research in the universities has appeared as a natural outgrowth of individual investigations undertaken by the teaching staff."³ It is clear from the above statement that the research work in the Higher Education of the U.K. is in a natural process. This is the position of the research work in the U.K.

VIII.1.b The U. S. A.

Here, the investigator will discuss the role of the universities in creating leadership in the community of the United States. The research work is the factor which play an important role in creating leadership in the American universities.

It will come to know much about the research work

The American universities, on the other hand, which began from nothing in the year 1876 had, within a period of fifty years, made giant strides by offering facilities for advanced teaching and research and establishing the most up-to-date laboratories at Harvard, Yale, Columbia, Chicago and other universities which are as good as, if not better than those of any other country in the world. They were conferring the doctorate long before the British universities even thought of instituting the degree.

In the above statement, Dongerkery signifies the importance of research work in the U.S.A.

The American universities have provided good leadership through the research work. The industrial and the professional institutions also do much in the field of research in America. As it is observed by Alexander in this connection:

Only the universities and research centres are not doing research work, but also the industrial and professional institutions, the institutions of government have given importance to the programme of research work.

It is observed from the above statement that the professional and industrial institutions are also


conducting research work in the U. S. A.

Thus, it is observed well from the above discussion that the research work has played an important role in the U. S. A.

VIII.1.c The U. S. S. R.

Here, the investigator will discuss the role of the Russian institutions of higher education in creating leadership in the society of U. S. S. R. The points to be discussed in regard to the research work in the field of higher education in Russia are as under.

Forty universities prepare their research workers in Russia. In all the republics, there is an institute of this type. Researches are done in subjects such as Philosophy, Economics, Psychology, Law, Literature and History. Mostly all the institutions are professional ones. There are no liberal arts colleges in the U. S. S. R. The Science University in Siberian city of Norosibirk is a centre of research in science. In addition to this 15 new research centres are constructed with 50,000 workers working therein. As Foreign Education Digest puts in this regard: "This new city of Science is the first of its kind. One of the chief aims of the centre is to train personnel in research in Science."6 The statement

signifies the importance of research work in the U.S.S.R.

As Grant expresses the same in the following words:

Research workers of higher institution for the degree of a highly specialized course which is designed to prepare them at a high level. After earning a degree of candidate of science, the students on the proved merit, can get a doctorate which is the highest academic distinction.7

It can be traced from the above statement that the research work gives good academic distinction in the U.S.S.R.

Research is still regarded as supremely important and integral part of the work of higher institutions both because it is vital to the interests of Soviet society and because it keeps the staff from sinking into an academic life.

Moreover, there are nine scientific research institutes under the Moscow Academy, they are concerned both with general educational problems with special aspects of the educational processes. They are:

1. Institute of Aesthetics, for Music and Art.
2. Institute of Physical Education and Social Hygiene

3. Institute of Production Education.
4. Institute of Theory and History of Education.
5. Institute of General and Polytechnic Education.
6. Institute of Nationality, Schools where
   Research is concentrated on problems in local
   minority schools and the Russian language.
7. Institute of Psychology.
8. Institute of Defectology (for research in
   special education and handicapped pedagogy).
9. Leningrad Institute of Pedagogy where research
   is conducted on the basis of children's age.

Each university in U.S.S.R. has a number of
scientific societies where research work of an advanced
character is carried on by the students, under the guidance
of able scientists. The societies admit the graduate and
the undergraduate students. Scientific projects are undertaken
by each individual society or more than one society
jointly. As Voutchenko states in this regard:

The government provides full financial resources for the research programmes
worked out collectively by the scientists
and scholars of any institution but leaves
them free to select the subject of research
themselves.8

It can be observed from the above statement that how far

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8 G. D. Voutchenko, The Expansion of Higher Education in
the U.S.S.R., (Paris: International Universities Bureau,
the Franklin, 1930), p. 110.
Russian Government inspired the research work in the country. This is the position of research work in the U.S.S.R.

VIII.1.d **India**

University authorities are empowered to create leadership in India. Although each university in India is a self-governing body, it is only in name.

The departments and the faculties work hand in hand in the spirit of co-operation. Junior members on the staff are being given sufficient chances to contribute and achieve their professional efficiency and growth. They should not feel that "to be young is a crime".

It is an important factor in creating nationwide leadership in the universities. The governments concerned assist the universities directly by paying the salaries to the research workers and indirectly by sharing the university expenses on research works, by appointing university office-bearers in government departments and in the Advisory Committees related to educational tasks.

The university teacher should constantly keep himself engaged in the research work to train the students in research. Thereby he is going to gain much in this field. S. R. Dongerkery expresses his views in this regard: "It would, therefore, benefit the university, the
teacher and the students alike if every teacher took some part in actual teaching and carried on his own research at the same time."9 In the above statement, S.R. Dongerkery clears the importance of the research work.

Indian universities, luckily for us, have at present realized the need and the value of such research works. To encourage the research work our universities have make provisions for scholarships. "In view of the centralization of post-graduate and research work....it will be necessary to provide an adequate number of scholarships and hostel facilities at this stage."10

It is observed from the above statement that the Government of India has realized the importance of research work in Higher Education.

How the Government of India inspired the universities' role in creating leadership and their contribution in form of research? As it is stated by the Report of Education Commission (1967-68) in this connection:

Scholarships schemes for scientific research and technical education are designed to promote development in the vital fields, to help to improve the standard of teaching and research to meet the shortage of trained personnel. Scholarships in cultural fields are designed to


encourage young persons of outstanding ability and promise within their specialized fields of activities.11

It is observed from the above statement that the Government of India has started so many schemes of scholarships in the field of Higher Education as would inspire the students to continue their higher studies as well as research works. This is the position of research work in the Higher Education of India.

Observations and Comments

It is a pious duty of all the modern universities to provide leadership in politics, professions, administration, industry and commerce. Really, university is the birth-place of a good leader. T. N. Siqueira has remarked:

Since universities are the natural birth places of the leaders, it is obviously there more than anywhere else, that the right emphasis must be secured, the right balance must be kept between the body and the soul, the individual and society, matter and spirit. They must not only preserve and spread the treasures of the past but also add to them by research and discovery.12

It is clear from the above statement that universities can help the new generation of the nations by developing various research works in the universities.


Even then, India has not been able to provide leadership as in other nations under study. It is the result of the slackness in our financial facilities to the students and universities. S.R. Dongerkery firmly states, "The universities of India have not been as fortunate in the past as America or Great Britain in obtaining large contributions from industrialists or government." It can be traced from the statement that American universities have started research programmes earlier than even the British universities. In all the nations under study the industrial and the professional institutions also have taken up research work.

The Russian universities have produced a good leadership through research work. Special research centres have also contributed their best in the field. There is the Science University in Siberian city of Novosibirch which is a great research centre of U.S.S.R. This 'new city of Science' is the first of its kind. Each university in U.S.S.R. has a number of scientific societies where research work of an advanced type is carried on. As Vovtchenko states, "The Government provides full financial resources for the research programmes worked out collectively by the Scientists and scholars of any institutions but leaves them free to select the subjects of any.

research themselves."\textsuperscript{16} The above statement shows the facilities given to the research workers in the U.S.S.R.

The British universities have accepted research work as the natural growth, "where the will and the capacity for original work exists it should be encouraged and rewarded."\textsuperscript{17} Looking with a comparative eye on the research works done in the nations under study others except India, priority should be given to U.S.S.R. and U.S.A. The research is concerned with the universities and the government organizations as well as with charity and industrial organizations as in U.S.A.

Thus, the research work of the university can play a good role in creating leadership in societies of the nations under study. Even today the Indian universities are in the under-development stage in the field of research work of an advanced type.

CONCLUDING OBSERVATIONS AND COMMENTS

The basic function of the university is:

(i) To impart knowledge,
(ii) To held examination and to award degree,
(iii) To maintain the social relation by new experiments and researches.

\textsuperscript{16} Vovtchenko, G. D., op. cit., p. 110.

Generally, all the universities prepare the individuals for the social services in the form of Lawyers, Doctors, Engineers, Social Workers, Technicians and the Teachers. This is the common function of all the universities in the world. But the question is that, are all the universities in India creating the real leaders? What is the contribution of the Indian universities in the form of research?

It is fact that all the institutions of Higher Education produce thousands of graduates and post-graduate young men and women for her societies, but we cannot say about the standard of all the universities in India, because it varies from one institution to the other and from the university to the other. All the universities cannot produce the man-power on the similar pattern. No doubt, there are some universities in India, having the international reputation and same in the world of learning. But in the modern India all the universities have to adopt dynamic methods of teaching and learning; by which the universities will be able to exercise their functions of effective leadership training; and should attempt for the process of social change. It should be noted that the students and the teachers at the present day universities have to mould themselves according to the challenges of the new social pattern.
The post-independence era has observed a tremendous expansion, both qualitative and quantitative at all levels of the educational ladder. From time to time Commissions and Committees have studied the various aspects of education. All the universities do researches and experiments in their various departments. The Union as well as the State Governments inspire the research work in the universities, under their control.

In India, the Council of Scientific and Industrial Research organizes the thousands of research work throughout the country every year with the help of its so many organizations. The abbreviation of the Council is CSIR. The Council celebrated its 25th anniversary on August 10, 1968. This Council continued to give financial assistance to industry with a view to encouraging scientific research through research association formed by industry. Moreover, the NCERT undertakes the research work in the field of pure education to prepare the elite in the society. Thus, India has done much more in this field. But India has much to do in comparison to the research work of the advanced countries i.e. the U.S.A., the U.S.S.R. and the U.K.

What can India adopt in the field of creating leadership and research work from the U.S.A., the U.S.S.R. and the U.K.? The American universities have played an
important role in creating the leadership and their contribution in form of research. The institutions of Higher Education and the universities give more facilities to the students as well as the teachers for the research work, either in the university or in the community.

The American universities have provided good leadership through the research work. The professional and industrial institutions also do much in the field of research in the U.S.A. American education undertakes more and more research, supported and expanded through the efforts of governmental agencies and private foundations, universities, state departments of education and the local school authorities. The philanthropic foundations under-
In the Russian Higher Education, the research work is undertaken from the degree of candidate (equivalent to the Master's degree in the Indian universities). There are nine scientific research centres, under the Moscow Academy. They undertake the general as well as the special aspects of education. Moreover, each university in U.S.S.R. has a number of scientific societies where research work of an advanced type is carried on by the students, under the guidance of scientists.

Indian universities should also start the societies on the Russian pattern to make the research work more fruitful in the universities of India.

The British universities have accepted the research work as the natural growth. In the Great Britain, the research work is connected with the universities, with the governmental organizations with the charity and the industrial organizations. The science research council gives grants to the students and the teachers. Many charity organizations assist the university projects. Industries also do their best in the university research. Research is not only essential for the development of a university, but it is an indication of its standard.

In Great Britain, just as in the science subjects, the laboratories exist in the Arts subjects; for an example, the laboratory for the study of History. The
Oxford University is considered to be a pioneer in this respect. It has an affiliated college wherein there are no students, but only teachers who conduct researches for promoting national progress and prosperity. Special facilities are given to the teachers at the Oxford and Cambridge universities. The teachers and professors, after completing their researches in their areas, deliver lectures on the subject of their study. Both the graduate and the postgraduate students attend these lectures. Indian universities should also adopt that system of delivering lectures in the subjects of research. By this method, the expansion of knowledge and preaching of new ideas will be available in the community.

VIII.2 THE STUDENT LIFE

A real and long-lasting development of education generally depend not only on academic, curricular, pedagogical or instructional improvement, but also on physical
The United Kingdom is one of the advanced countries which is materially wealthy as well as traditionally pioneering in the cause of education has taken pains in providing welfare services to the best of her abilities.

In the British universities there are two types of students: (i) residential students, and (ii) those who live in their own houses. The residential students get special facilities for their study. It is impossible to provide residential facilities to all the students because of shortage of accommodations, for the very purpose. Residential facilities can be provided to the twenty percentage of the total number of university-going students. The Oxford and the Cambridge universities provide better facilities to residential students. Much accommodations are provided to non-residentials students so that they can assemble together at community centres to take parts in cultural programmes, debates, games, sports, discussions and physical exercises. The purpose of these centres is to enable non-residential students to create the residential atmosphere in these centres. The national and international contacts are possible only in residential universities, where the students of various nations, cultures and languages come in contact with one another. Music, dramatics and literature of different nations result in highlights of the residential life of the universities.
Robbins’ Report shows the importance of the residential halls of students, thus:

Halls of residence in the traditional sense, where some teachers also live, and where teachers and students live together, have common rooms and other social facilities, are expensive and they are not necessarily desirable for all students. Ample common rooms, reading rooms, rooms for debate and play-reading, facilities for games, music and acting and good reflectories, open in the evening as well as in the middle of the day, combined with blocks of study-bed rooms or self-contained student flats, may suit the tastes and needs of many students better than the traditional hall of residence and be considerably cheaper to provide.18

The report has well discussed the importance of the residential halls for the students. It has also made suggestions for the provisions in the halls.

The residential girl students have their own separate library facilities. In some universities, subjects useful to girls are included in the courses of the university. A. C. Wood remark in the following words:

How was it possible, in such a vast and impersonal system, to take any account of the students’ general record of work throughout his or her course, or to avoid injustice being done to good students who, from one course or another, were 'of colour' on our examination day.19

The statement clears that the special attention is being given to the clever students in the Higher Education of the U.K. This is the position of student-life in the U.K.

VIII.2.b The U.S.A.

The primary aims of education in the U.S.A. is to secure the all round development of the student. For the physical, mental and aesthetic development of the students, their stay in hostels and participation in co-curricular activities are considered.

As Flexner is unsatisfied with the students' outlooks:

Most college students look upon college as a means of getting a head, in life; for them the college is largely a social and athletic affair. Intellectual concentration would take too much time, it would restrict the students' social contacts. Besides, it doesn't really matter. 20

Flexner is of the opinion to restrict the students' social contact by providing them good facilities at hostels. American universities students get many financial facilities for their further studies. Moreover, they are given so many other accommodations while they study.

Aims and objectives of Higher Education in U.S.A. are largely based on an all round development of the

student. Its educational policy aims at bringing education within the common reach. Therefore, there, the students get all types of facilities in studies and hostels.

The students are found in large numbers in the universities of the U.S.A., where they are able to pay for their board and lodging and their tuition fees by taking up odd jobs. Thus, the students learn to become self-reliant at early age.

For the poor student, there are provisions of scholarships and loan funds. Halls of residence offer further facilities for cultural and social activity. The University Student Union is the community centre for all the members of the university family. It is an extensive building contains an auditorium, meeting rooms, game rooms, a library, dining halls, cafeterias, snack bar, newspaper stall, swimming pool, and rooms for guests.

This is the picture of student life in the U.S.A.

VIII.2.c The U.S.S.R.

The Russian students have not to face financial problems at the stage of Higher Education. They are provided many facilities during their study-time in form of scholarships and stipends and that leads them to live comfortably.

Students coming between the age groups of 17 to 35
are admitted to Higher Education if they have passed a secondary course (generally technical). As most of the students come from the part-time schools, the average age tends to be higher than that of the other countries.

All higher schools, universities and institutes are free, students are also paid stipends, covering all living expenses, the amount of stipend increasing in proportion to the excellence of work. Many scholarships are awarded for the outstanding accomplishments and standards are highly selective.21

It can be traced from the above statement that the Higher Education is free in the U.S.S.R. Moreover, the students get the stipends from the government. Vovtchenko remarks in this regard: "The life of the students is regulated by their own elected student bodies, whose representatives cooperate with the teaching staff in deciding the basic issues affecting their institution."22 It is observed from the above statement that the student life is regulated by their fellow-students.

The students in U.S.S.R., get many opportunities to cultivate the habit of self-service during their student life. Vovtchenko puts the same in the following words:

Of enormous value are such forms of contact between Higher Education and practical life as the help given by students

21 Grant, op. cit., pp. 127-128.
to agriculture or construction, their participation in town planning and tending 'Green Spaces' in particular towns, districts or streets. No less significant is the recently introduced principle of student 'self-service', according to which students must clean and keep in order their own hostels, classes and laboratories, help their teachers, prepare equipment for experiments etc.\textsuperscript{23}

It can be traced from the above paragraph that the students are being trained for their future life during the Higher Education in the U.S.S.R. The students thoroughly decide their future career before entering into Higher Education. Even after completing a particular higher course, students are allowed to select another profession in some cases but this unhealthy practice does not get much encouragement as it leads to wastage of time.

The libraries in the field of Higher Education are of immense importance. No fees are charged for the use of library books and other study materials in Russia.

This is the picture of student life in the U.S.S.R.

VIII.2.d India

Here the discussion will centre round the student life in the Indian universities. This is the most important factor related to education in any democratic country.

\textsuperscript{23} ibid., p. 116.
S. M. Mukerjee remarks in this connection:

The strength of a nation lies more in the quality of its people than in its material resources. A nation of weaklings can neither obtain nor retain independence. The child and youth are the cream of society and thus form the real wealth of a nation. It is on their quality that the greatness of a nation depends, because the children of today are citizens of tomorrow.24

S. M. Mukerjee has regarded the students as the real wealth of a free nation.

In India, generally, in all the colleges and the universities there are some student-welfare-services. D. M. Desai observes in this regard:

All colleges and universities have at least some student welfare services.... But the concept of student welfare as demonstrated in the actual programme of the colleges and universities in India is rather narrow and limited.25

It is clear from the above statement that in all the colleges and universities have student welfare services, but they are limited.

This is the picture of student life in the Higher Education of India.


OBSERVATIONS

Modern universities think much of the facilities that can be provided to their students in the best possible ways. In all the Indian universities there are some student welfare services, but they can't do much to fulfil their purpose. As D. M. Desai observes in this regard:

The students' welfare is interpreted as the provision of hostels, the student union, scholarships, physical education, sports and other health services.26

Their programmes are only on the list. The Report of Education Commission (1964-66) has reported in this regard: "The student welfare is interpreted to mean the provision of hostels, the student union, scholarships, physical education and sports, the N.C.C. and some kind of health services."27 The Report of Education Commission stated the good programmes for the student life in the Indian univer-
Each college or university has a counselling service to advise students on educational vocational, vocational or personal matters. It also maintains facilities for the care of student health. Each student is medically examined at the time of admission. In case of illness, students are hospitalized in these centres.  

It is observed from the above statement that in the U.S.A. each college and university has a counselling service to advise the students on the educational and vocational matter.

In U.S.A., the residential halls offer further facilities for cultural and social activities.

The investigator can state that the Russian students are carefree; so far financial matters are concerned. They are awarded many scholarships and stipends and thereby they live worrylessly. Vovtchenko puts it as under: "They are provided with free books in the libraries, with technical supplies in the laboratories with sporting equipment, etc. Medical treatment requires no payment."  

It is clear from the above statement that the students are provided free books and other materials. The State


Government provides the students with facilities for better and healthy living. The students cultivate the habit of 'self-service' during their study-period. India must try at this idea of self-service at university level.

In U. K., the atmosphere of residential universities is full of national and international cultures. There are community centres where non-residential students can also enjoy a residential type of life. In residential halls there are special arrangements for physical, cultural and social programmes. The girls students have their separate residential accommodations in universities. India also follows U.K. in this regard. A student life in U.S.S.R. is the happiest. India has borrowed much from England and less from America in the field of student life at university level.

CONCLUDING OBSERVATIONS AND COMMENTS

Students services in India are not merely a welfare activity but constitute an integral part of education. The student services are also known as the student welfare or student life during the period of college or university life. The Government of India gives grants for student welfare every year, ranging from Rs.2000 to Rs.7000, depending upon the student enrolment, are being given to each of the non-professional colleges, for the improvement of hostel, canteen and sanitary facilities. The
UGC also gives the development grants to the universities and institutions deemed to be universities for the following purposes:

I. For the publication of research works and doctoral thesis.

II. Construction of students' hostels, student study homes.

III. Contribution to the students aid funds in the universities, from which the assistance is given to the needy students for paying their tuition or examination fees, purchasing books, for meeting other expenses related to their studies.

All the Indian universities and colleges have some student welfare services, but the concept of student welfare as implemented in the actual programmes of colleges and universities of India, is found narrow and limited. There are Information Bureaus in all of the Indian universities, which not only provide informations to the students but also help them in seeking admission in the universities of India and abroad. The Kothari Commission has suggested more facilities for the Indian students during their Higher Education.
All the American university have a well developed programme of student personnel services, which covers a wide range of activities related to the student's welfare. These services are administered by an officer, called the Dean of the students, through several different agencies. These services are, the process of selecting the most promising candidates for admission into colleges, measuring their personal and intellectual characteristics, improving their college life, maintaining discipline, providing adequate food and housing, attending to their physical treatment and financial aids.

Each college or university has a counselling service centres to advise students on educational, vocational and personal matters. In case of illness, students are hospitalized in these centres. Some colleges have psychiatric clinics for treatment of students experiencing emotional disturbances. The students' problems are treated with utmost confidence. For the maintenance of health centres students pay an annual fee which is negligible, compared with the facilities provided. Medical care is very expensive in the U.S.A. In the Indian universities, the medical facilities should also be provided, as in the institutes and universities in America.

It is very common for American students to work with a view to financing their education. Even young boys
and girls from well-to-do families take on jobs during also vacations. Indian student should be provided part-time employments during their studies as in the U.S.A.

In the Higher Education of the U.S.S.R., the student life is most happy and carefree. They are treated as the state-ward. The Higher Education in the U.S.S.R. is free. Students also get so many scholarships and stipends.

The student life is regulated by their own elected bodies, in the institute of higher learning of Russia. The students are provided free books in the libraries, the technical supplies in the laboratories, sporting equipments, medical treatments. Eighty per cent of the students receive the state scholarships for their boarding and lodging expenses on the nominal charges.

The students in U.S.S.R. get enough opportunities to cultivate the habit of self-service during their student life. Though the students are free in selecting the courses of their studies, the state government can direct them for selecting a particular course. The Indian government should give the facilities to the students in Higher Education, as they are given in the Higher Education of the U.S.S.R.

In the English universities, there are two
categories of students. They are: (i) residential and (ii) non-residential. In the Universities of Oxford and Cambridge there are good residential facilities. The facilities for non-residential students are provided near to their homes of residences. That is why, they may get together at community centres and take part in discussions, debates, games and sports and other cultural programmes. In residential universities, the students organize the various social and cultural programmes, such as, music, dramas, literary activities.

Indian Higher Education has adopted much more from the British universities. But the main thing in the student life is to be adopted is that the community centres should be started for the non-residential students in the Indian universities. In U.K., 80 per cent of all students receive stipends to pay fees. But for the text books and support they work during vacations. The stipends may differ a little in amount according to the ability of the student.

VIII.3 THE NEW TRENDS IN HIGHER EDUCATION

The people are never satisfied by the present structure of education, its pattern and objectives. Every day they think in the terms of change and would expect better situations and results. As Ellis Ford Hartford expresses his opinion in this regard:
Educational thinkers and leaders of vision can make something better than educated guess about the kinds of schools and their characteristics. Some of these are made now and then, and usually follow an appraisal of the social changes and developments that may be expected. 30

It is clear from the above statement that educational thinkers and leaders expect new trends also in Higher Education. The investigator will discuss the same in the countries under study, as under.

VIII.3.a The U.K.

The modern universities of the U.K. have taken turn to the technological development in Higher Education.

The national life of the universities in the U.K. was influenced by the religious aspects of the nation, from the medieval time of Pope to the nineteenth century. As British Council observes:

The universities of Great Britain bear witness to two distinct influences or trends in national life. The influence of religion, especially of medieval church to which Oxford and Cambridge owe their origin and inspiration, continued to retain its hold on their academic life. 31

It can be observed from the above statement that


the Higher Education was influenced by the religion in the U.K.

Some other institutions started their careers as secular institutions in the field of Higher Education in the U.K. British Council puts it:

On the other hand, the institutions of Higher Education with exception of University of Durham began their career as secular institutions typical of the forces set in motion by the Industrial Revolution which ushered in a new era of science and technology; and the Reform Act of 1832, which transferred political power from the aristocracy to the middle class.32

It is clear from the above statement that it is a new era of science and technology in the Higher Education of the U.K.

According to the socio-economic change of the Great Britain, the civic universities sprang up to meet the new needs of the social structure. As Kneller observes:

The transformation from an agricultural to an industrial life shook the very foundations of the economic and social structure of England. In the later half of the nineteenth century the civic universities sprang up to meet the new needs of the growing industrial population and also as a reaction against the traditional disciplines of Oxford and Cambridge.33

It can be traced from the above statement that the civic

32 ibid., pp. 29-30.
universities sprang up to meet the new needs of the industrial society in the U.K.

Moreover, the modern civic universities are free from the religious aspects, that is why they made very good technological progress in U.K.

This is the position of new trends in the Higher Education of the U.K.

VIII.3.b The U.S.A.

In the U.S.A., where aims and values of education are fast changing, the trends in Higher Education also naturally shift day-to-day. The recent developments and experiments in the Higher Education of the U.S.A. are described as under:

**Learning by Telephone**

Lectures and language courses are being given by telephone in the State of Wisconsin in the U.S.A. By means of amplifying devices supplied by telephone company groups of students in different places are unable to follow the class or lecture and ask questions.

**Team Teaching**

In the wake of change, new experiments are being made in co-operative teaching which is popularly termed as
team teaching. Several teachers pool their abilities and take turns giving lectures to two or three classes combined.

New Form and Structure of Buildings

At present, the Quincy boxes (four-sided classrooms) are taking shape in the field of American education. Programmes involving team teaching, large group instruction, seminar-sized discussion groups and independent study are becoming increasingly accepted.

This is the picture of new trends in the Higher Education of the U.S.A.

VIII.3.c The U.S.S.R.

The Higher Education in the U.S.S.R. is itself a new trend for the other countries, specially for India. Adoption of facilities given to the students of Higher Education in Russia will be a happy and healthy step in India if ever tried. The future developments have been highlighted by Nigel Grant in his book 'Soviet Education'. They are as under:

1. **Expansion:** With the increase in the needs of the economy for more specialists in the field of technology, expansion will continue. Due to high cost, expansion will be in part-time education, evening and correspondence courses.

2. **Emphasis on Research:** The state planning commission, in 1962, started a scheme in which 1000 research posts were to be made available annually, for members of
PROGRESS OF UNIVERSITY EDUCATION ENROLMENT IN INDIA

(EXCLUDING PROFESSIONAL AND TECHNICAL EDUCATION)

Source: Report by Ministry of Education, Government of India
of the teaching staff of the institutions to work for doctorate thesis 'On pressing theoretical and applied problems'. Secondly, institutions have been authorized to relieve their staff of teaching duties if they are needed in the field of research.

3. Integration: Integration of practical and academic work in all branches of Soviet Higher Education is also a problem.34

One can trace from the above statement that Russian Higher Education stresses on the expansion of technological education, research work and integration of practical and academic work. This is the picture of new trends in the Higher Education of the U.S.S.R.

VIII.3.4 India

In regard to new trends in the Higher Education of India, the investigator would like to state as under.

National Policy

The resolution issued by the Government of India on the Report of the Education Commission titled 'National Policy on Education', has outlined the following principles to promote the development of university education:

1. The number of whole time students to be admitted to a college or university department should be determined according to the laboratory, library and to the strength of the staff.

2. Considerable care is required to establish new universities.

3. Special attention should be given to the organization of post-graduate courses.

4. Centres of advanced study should be strengthened.

5. Increased support should be given for the research work of universities.

6. Part-time education and correspondence courses should be developed on a large scale at the university stage.

**Fourth Five Year Plan**

During the Fourth Five Year Plan, the emphasis will be put on consolidation and improvement of Higher Education through strengthening of staff, libraries, laboratories, etc. Facilities for post-graduate education and research will be increased and the centres of advanced study will be developed.

**Open University**

This is a new idea for India. The Ministry of Education and Youth Services in collaboration with the Ministry of Information and Broadcasting and U.G.C. organized a seminar on open university from 16th to 19th December 1970 to consider the feasibility of starting an open university.
and New Trends in Higher Education

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<td>1</td>
<td>Research Work</td>
<td>Good Research and Better Facilities</td>
<td>Student Accommodations and Societal |</td>
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<tr>
<td>2</td>
<td>Student Life</td>
<td>Better Facilities</td>
<td>Student Activities</td>
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- Research Work: The Science Research Council gives awards and individual grants to the university students and staff for the research purpose. Research work done by the university departments, individuals, local and industrial organizations.

- Student Life: Much accommodatations to the non-resident students so that they can assemble to gather at community centres to take part in cultural programmes, debates, games and sports. The universities and organizations give scholarships and loans to the students for the research purpose. Research work done by professional and industrial institutions. Up-to-date research work done by the universities, i.e. (Harvard, Yale, Chicago & Columbia). The government gives the research purpose.

Comparative Chart of Research—Work, Student-Life
in India.

This is the picture of new trends in the Higher Education of India.

OBSERVATIONS

From the preceding information, the investigator can infer as under:

India has to learn much from the examples of the U.K., the U.S.A. and the U.S.S.R. in the area of research work, student life and new trends in Higher Education.

It could be observed that the U.K., U.S.A. and the U.S.S.R. were very progressive in the field of research work. In the U.K. the special facilities are given to teachers and professors for the research work at Oxford and Cambridge. The American universities have provided good leadership through the research work. The professional and industrial institutions have played a good role in developing researches in the U.S.A. In the Russian Higher education, the research work is undertaken from the degree of candidate which is equivalent to the Master's degree in the Indian universities.

In the case of student life, the U.K. and U.S.A. are very sensitive. The Oxford and Cambridge universities provide better facilities to residential students. Much accommodations are provided to non-residential students at
In the universities of U.S.A. and U.S.S.R. the students are 'self-reliant' at early age. The investigator would state that the maximum facilities are provided in the Higher Education of the U.S.S.R. to the students. Whereas in India, there is utter lack of these types of facilities and the students are generally neglected.

In the case of new trends in Higher Education, the U.S.A. is a fountain head of new trends and innovativeness in teaching. The U.K. is a little conservative, though not close to innovativeness, whereas India, seemingly innovative, but the innovativeness has not generated out of conviction, but out of competition, display and imitation. Russian Higher Education stresses on the expansion of technological education with great innovativeness. India needs a genuine concern for innovativeness in education at all the three levels.

CONCLUDING OBSERVATIONS AND COMMENTS

What are the new trends in the Higher Education of India?

With a view of strengthening post-graduate teaching and research in the field of Higher Education the UGC has undertaken in consultation with the universities, a scheme for developing a number of university departments for advanced training and research in certain selected fields. The scheme is to encourage the pursuit of 'excellence' and team work in
studies and research and to accelerate the realization of 'international standards' in specific fields. At present, thirty universities' departments are operating as centres of advanced study in specialized fields on an all India basis. These centres are doing good research work in their fields.

What is the National policy of India?

The Government of India has outlined the following principles to promote the development of the Higher Education:

I. The number of full-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and to the strength of the staff.

II. Considerable care is needed in establishing new universities.

III. Special attention should be given to the organization of post-graduate courses.

IV. Centres of advanced study should be strengthened.

V. Increased support should be given to the university research.
VI. Part-time education and the correspondence courses should be developed on a large scale at the university stage.

What is the importance of Higher Education in the Fourth Five Year Plan?

The main emphasis during the Fourth Five Year Plan will be on consolidation and improvement of Higher Education through the strengthening of staff, library and laboratory facilities. Facilities for post-graduate and research education will be increased and centres of advanced study will be developed. Summer schools, seminars and staff quarters will be provided in the programmes of improving the quality of teaching personnel. The rural institutes will be more effectively linked with the needs of the rural areas.

The idea for open university is a new one for India, discussed between the Ministry of Education and Broadcasting and with U.G.C. in 1970.

Which are the new trends in the Higher Education of the U.S.A.? What can India adopt from them?

The recent developments and experiments in the Higher Education of the U.S.A. are as under:

1. New Educational Technology

There is a wide variety of mechanical devices to
help in teaching - tape recorders, films and slide projectors, television, radio, multi-media presentation and teaching machines. The machines have been found effective in teaching factual subjects such as mathematics.

Lectures and language courses are being given by telephone in the State of Wisconsin, U.S.A. Young people in 28 high schools learn five foreign languages by a combination of correspondence study and telephone classes supplied by the university.

2. Team Teaching

New experiments are being done in co-operative teaching, which is popular as teach teaching in the U.S.A. In this method, the teachers divide the subject into so many topics to deliver the lectures as an expert. Team teaching can be organized in a variety of forms. Indian Government can start this experiment in the big colleges and university departments.

The Higher Education in U.S.S.R. is itself a new trend for the underdeveloping country like India. The Russian Government has emphasized on the following three items, which may be regarded as the new trends in the Higher Education of the U.S.S.R. They are:

1. Expansion of education with the need of the Russian community, due to high cost, expansion will be in part-time education, evening and
2. Emphasis on Research:— The research work should be given first priority on the theoretical and applied problems.

3. Integration of practical and academic work in all branches of Higher Education should be done.

U.S.S.R. Moreover, in the provisions are made to improve the qualifications of teachers in the summer courses. This provision may be implemented on a large scale. Many soviet students utilize their summer vacation in developing projects. Indian students have much to learn in this respect from Russia.

The new trends of British Higher Education is the industrialization from agricultural pattern.

The new trends of education, which are shaping the future of English society, may be noted as under:

According to the socio-economic change of the Great Britain, the civic universities sprang up to meet the new needs of the social structure. Moreover, the modern civic universities are free from the religious influence, that is why they made very good technological progress in U.A.

The scheme of an open university is a new experiment in the Higher Education of the Great Britain. It was first proposed on a white paper presented to Parliament by the
Secretary of State for Education and Science in February, 1966. In that university teaching will be done by radio and television, correspondence course material and tapes, programmed learning texts, summer schools. It is open to all students. No formal qualifications or testimonials are needed. The university students will be part-time. An exceptionally hardworking student might obtain a degree in three years but 4 or 5 years are more likely.

This is a good example to be followed in the Higher Education of India. Indian Government has thought over the planning of an Air university.

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REPORTS AND PERIODICALS


