CHAPTER IX

FINDINGS AND SUGGESTIONS

"The rise of the academic professions, combined with rapid movement toward universal Higher Education has made the American system vital and widely emulated. But the same combination of forces has produced the major problems it faces today. These problems of stagnation, neglect of teaching, and rigid careers are found and ignored in most countries. The time has come to solve them."

- Donald W. Light.
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IX.0 INTRODUCTION

In the present chapter, an attempt will be made to bring the major findings of the present investigation into sharp focus and examine some of the implications for universities in India. While making suggestions for strengthening universities in India, care will be taken first to conceptualize the fundamental educational position it would be irrespective of the socio-economic and political settings of the countries under study and also the practicability of those suggestions against the heavily strained economy in a developing country like India.

Support from authoritative opinions of expert bodies will also be cited when relevant and meaningful experts' thinking on the points committed upon.

IX.1 FINDINGS AND SUGGESTIONS

IX.1.a The U.K.

The United Kingdom is a small country, but having a long tradition of education. In the U.K., the Senate is a powerful body in management of universities which plans educational schemes, programmes and advises the governing council on related problems. It seems that the university administration in the U.K. is a self-governing business, the relation with the Government is through U.G.C. The Indian pattern of U.G.C., is also advised on the basis of
As regards the types of the university, the federal, residential and teaching universities, it seems that India has adopted European models. India also has residential university, like The M. S. University of Baroda and a affiliating university like Bombay University. The difference is that in Britain the Vice-Chancellor takes the decisions in consultations with Senate, whereas in India the Vice-Chancellor takes the decisions in consultations with Syndicate. The Senate in Indian university should be more powerful than it is at present.

As regards the courses of studies, the U.K. universities have various courses of studies. Each university is known for her particular course of study, i.e., Oxford for literature, and Cambridge for humanities, the same is the case with India also.

The evaluation system in the U.K., consists of written test, internal work and viva-voce in the field of Higher Education. In the present decade the Indian universities, also are switching over to greater emphasis on internal evaluation, but as the Indian universities are of varied types, the internal assessments are not equally in all the universities.

India has to learn about admission of students in her Higher Education from the U.K. The General Certificate
Examination is the main criterion for admission, in the U.K. Higher Education, which is a national pattern in the U.K. In the case of India, various State S.S.C. Examination Boards or Higher Secondary Examination Boards take the examination, which forms the criterion for university admission, but these Boards are many and therefore, there is no parity in their results. Indian educational system is now embarking on 10 + 2 + 3 formula, i.e. having higher secondary schools all over the country, but even than a stricter control for admission and diversification of courses is necessary.

As regards the leadership role of universities in research, Indian universities are showing quite healthy signs of progress in research. In the issue of "University News" President Fakrul Din Ali Ahmed called for a reorientation of education system. His views are noted as under: "Stressing the importance of the agricultural universities organizing and implementing operational research projects."1

As regards, scholarships to the students, the British L.E.A. and the Government offer quite a number of scholarships to their students. In India also, the system of national scholarship has started and has given impetus to quite a number of research scholars; but the proportion

1 University News, Published by Association of Indian Universities Publication, (New Delhi: Rouse Avenue, February, 1975), p. 15.
of the amount and the number of scholarships should be increased.

As regards, innovations in universities, the open university scheme of the U.K. has attracted the attention of India. As Indian Government is going to start an open university at Bombay.

Ⅲ.1.b The U.S.A.

The administration of American universities, is geared to the goal of the achievement of the highest academic standard of research, teaching and service. The administrative machinery is evolved to attain these goals to the best possible extent, decentralized administration, suitable delegation of duties and responsibilities from top to the bottom, the acceptance of the principle of internal autonomy for university teachers, in-built systems of checks and balances to act as an internal constraint to prevent the undue abuses of power, either in personnel management or expenditure of funds or adopting a line of least resistance in regards to teachers instructional and research obligation.

The American institutions of Higher Education are financially fairly well placed. Nearly half of their funds come from the Government resources. Private gifts, grants and endowments contribute to more than one quarter of
their expenditure and they depend upon income from tuition and other fees only to the extent of 21 per cent. The problem of deficit budget does not exist in the United States. The budget of the state university is an item depending upon the vote of the state legislature and therefore, a state university can be free from Government's pulls and pressure, after its budget is voted. The findings of the study of the administration of Higher Education in India present a contrary picture. In almost all the facets, specifically referred to above, Indian Institutes of Higher Education are in the uncomfortable position. Though theoretically, the goal of Indian university and colleges are also the pursuit of an academic excellence and maintenance and continuous evolutions high standards in actual reality, this goal is achievable by only in few universities. The reasons are largely administrative, financial, attitudinal, social, political and to some extent even cultural. If India is to develop a strong and productive system of Higher Education, then efforts will have to be made to democratize infra-organization and structure of universities, place institutional and as well as inter personnel relationship of administrators, teachers and students on a more humane plane, increase involvement of all those, who have a 'say' in the running of colleges and universities into their decision-making process, identify productive leadership at various levels, assure the teachers of their internal autonomy and make the Government
at local, state and federal levels, accept their basic financial obligations to support colleges and universities.

The load of tuition fee is rather quite high in India, than most of the Western countries. Though, a developing country cannot afford to provide free Higher Education to all the aspirants, it can certainly move, gradually, to the positions of selected admissions to the able and motivated students and then the Government at all levels should come forward to subsidize an institution. As Don Adams states in this connection is, "Education can be regarded as a direct contribution to national economic growth. Economic growth is largely based on the effectiveness of labour, which in turn is greatly dependent on improving education, when one is high, so is the other."2

The universities in U.S.A., are mostly of unitary and teaching types. In India, only few universities are unitary and teaching, whereas the bulk of them are affiliating and teaching. The trends towards partial affiliated universities continue because of limited funds being available to support the universities by Government. In the present times of high economic tension in the country and Government funds having become highly vulnerable under the shaky national economy; it appears certainly that the affiliated pattern of university is going to

continue in forciable picture. However, Government should make efforts to increase the numbers of unitary and teaching universities and provide more funds to the universities, so that they can assume greater teaching and research responsibilities themselves.

In some other features of the administration of Higher Education India will have to maintain her distinctiveness from the U.S.A. pattern. It matters little, whether the head of the university either called the President or the Vice-Chancellor. In the U.S.A. universities, the President is the supreme authority and there is no state super authority, imposed upon it through making the state governor as the principal controlling officer. Though, ideologically like the American President, the Indian university Vice-Chancellor should be the chief authority in the university administration. Yet no State Government would be ready to relinquish its authority over every university to its state governor, who by virtue of his office becomes the Chancellor. The acts of Indian universities give special powers to Chancellor to make to institute inquiries etc. when conditions and situations so demand it.

In the U.S.A., colleges and universities, both public and private are chartered by the states in which they are established. There is no central authority with overall responsibility for the organization and control. Each state retains the right to issue charters for new
Institutions. These institutions of Higher Education enjoy autonomous status within the framework of the charter. As J. F. Cramer and G. S. Browns rightly observe in this regard:

In recent years the trend has been toward increasing control by the executive branch of the State. This has accompanied the great increase in enrolments, which has called for increased state appropriations.  

It is observed from the above statement, that college and university administration has thus become increasingly subject to various external restraints. As Robert L. Ebel observes in this regards:

As Higher Education has become more important to the national well being and security of the nation, individual colleges and universities have come more and more to operate under the policy and financial direction of the Government.

It can be observed from the above statement, that the American colleges and universities have to operate under the policy of and financial direction of Government while in India it is in force.

The governance of American university, is spelled out in great patterns and the resulting structure is rather complex. At the top of the structure, there is the


board of regents, and under its advice, the President usually functions, this might correspond to the Syndicates in Indian universities. In the case of the later, it is the personality, leadership, skills and competence, and the image about the Vice-Chancellor which largely determine the freedom and the independence which he enjoys, and the directions which he provides to the Syndicate. It is on record that, some of the Vice-Chancellors in Indian universities have been able to carry out the Syndicate with them and in the case of some Vice-Chancellors the Syndicate has proved to be deterrent. Hence, worthwhile, change to be introduced in the governance of Indian universities. The American pattern is that the Vice-Chancellor should have his focus, image and freedom to direct development of the university to the administrative, academic and financial ends which he deems best.

In the American university, there are a number of Vice-Presidents distributed over the administrative, academic and financial sphere. This has resulted in strengthening the university administration and governance. The Indian universities do have the office of a Pro-Vice-Chancellor or a Rector, but in a growing and developing universities, the administrative function and the governance task become formal and complex, so that, more positions are Pro-Vice-Chancellorship become necessary. However, this is not likely to happen in Indian Universities, because not only they have been having continuous
deficit budget in the last fifteen years but their alloca-
tion of the budget to university administration is too
doggler to be adequate to provide these offices.

In the American university, the President is
appointed by the board of regents, in this appointment,
the officers of the University Senate and Syndicate have
there indirect share. But perhaps, the most striking
feature in this connection is a nation-wise search and
select the board of regents, to locate and select the best
possible persons to be the President of the university.
This prevents the local special groups and affiliations of
various kinds from influencing the appointment of President.
This feature should be adopted by the Indian universities.
Secondly, in the American context, the President can serve
the university; if he retires at the age of seventy. The
recommendation of the Model Act Committee, appointed by the
Indian Government in 1964, the resolution of the Board of
Universities of India and Ceylon passed on this recommenda-
tion. The recommendation of the National Education
Commission of 1964-66, the Domgerkery Committee of 1971
and Gajendra Gadakar University Commission have not
preferred the appointment of Vice-Chancellor, who is of
such at advanced age of seventy. The recent trend in
Higher Education in India is to appoint such person as the
Vice-Chancellor of the university who are vigilant and
dynamic physically and intellectually.
In American university administrative policies are determined by the university Senate, the administrative staff and the board of regents. University teachers have very good representation on the Senate and therefore, they develop a sense of commitment to the university. In Indian universities, that university teachers are not so well represented and therefore, they do not have that kind of identification which American teachers have in their universities. In order to improve upon the existing situation an Indian university teachers in India have begun to demand their representation to the extent of fifty to sixty percentage. This demand have been supported by all the experts, committees and commissions appointed in Indian Higher Education in recent days.

In American universities academic policies are determined by their academic community. In Indian universities, there are boards of studies, faculties and academic councils to take all decisions on academic matters. However, in India, State Governments have also begun to influence actually to constraint academic development and decisions by requiring the expenditure on academic new posts, equipments and instructional material, the first be got approved prior to that incurrence by requiring them first to be approved.
The U.S.S.R. is a huge country, but having a new or rather modern tradition of education. The present Constitution of Soviet Socialist Republics was drafted by a Constitutional Commission headed by Stalin in 1936 and was finally approved by The VIII All Union Congress of Societies on December 5, 1968. The pattern of education in the U.S.S.R. is social and rather communist. Article 14 of the Soviet Constitution (1936) which defines the activities within the jurisdiction of the Union of Soviet Socialist Republics includes:

Establishment of the basic principles in the sphere of education and public health. It is the Union which is responsible for broad planning, policy making and laying down principles.

India can adopt the national pattern of education and centralization in her educational systems as in the U.S.S.R. for streamlining educational pattern, but as a big democratic country she cannot force all the States, in their own way of thinking.

As in the U.S.S.R. the Government is responsible for each and every aspect of Higher Education, Soviet educators aim at developing in the youths, 'love of the mother-land and the Communist party'. The universities and
institutes of specialized secondary education are administered by the rectors and the directors who are directly responsible either to the Federal Ministry or to the corresponding Ministry at the Republic levels which appoints them. Whereas in India, the Vice-Chancellor is responsible for the administration of a university.

Education in the U.S.S.R. is the Central Government's responsibility; while, in the case of India, it is the matter of partnership between the State and Central Government.

Looking to the finance of Russian Higher Education, one would state that education in the U.S.S.R. is financed from the Government budgets. There are no fees from students and voluntary contributions from the public. India is a developing country, therefore, it is very difficult to provide free Higher Education, but one would state that Government should share more grants to the universities and colleges for their better development in order that education can reach even the poorest in the nation.

As regards the evaluation system in the U.S.S.R. Ministries of Education of the Union Republics organize and supervise the examinations in a centralized manner. Soviet examination system is predominantly based on a year round regular internal assessment. Even in school leaving examinations the knowledge and skills of the
students are assessed by their own teachers. Indian universities should give more importance to the oral examinations and internal regular work of the students which is observed in the evaluation system of Russian Higher Education.

The curriculum for Higher Educational institutions is approved by the Ministry of Culture. The copy of the curriculum is given to each student with the details of every work. Otherwise, the courses of study takes four to six years' duration for the first degree as in Indian Higher Education. India can very well take a cue from such a useful system.

As regards the admission policy of Higher Education in the U.S.S.R., one would state that it is determined by the State economic plan. The competition for admission in the social sciences is very keen. It is very difficult to adopt that policy of admission in the Indian Higher Education, but the admission policy in Indian Higher Education can be controlled to strengthen the standard of Higher Education. As Herbert C. Rudman notes in this connection is that:

A record of the students past performance in secondary school, his record as a member of the pioneer and Komsomol organizations,......are closely allied to his proposed major field of study.6

India's Government has called a meeting of the Vice-Chancellors to decide the admission policy in Higher Education in 1961. They suggested that:

There is a disturbing tendency on the part of many colleges to admit indiscriminately without any regard to the relationship of numbers to the apparatus of education.... This wastage of human material is a drain on the national resources.7

It is heartening to note that Indian Government is quite aware in reshaping and improving the admission policy in the field of Higher Education.

As regards the leadership role of universities in research, Indian Government is making worthy attempts in that field. Students get their representation on university bodies. As University News states:

The Bihar Education Minister Dr. Ramraj Prasad Singh, told the press recently that the Cabinet sub-committee on Education has accepted the demand of students for giving them representation on various university bodies.8

Indian universities, are more democratic and free in this regard, while in the U.S.S.R., it is not possible.

As regards, in the scholarships, Russian students get quite a number of scholarships, therefore, they are free


8 *University News*, op. cit., p. 23.
from the financial worries. The Indian Government also provides U.G.C. scholarships, National scholarships and economical backwards' scholarships, but she should increase the amount and the number of scholarships every year, to attract the bright and scholarly students in Higher Education.

No. 9.15.

The following Chart gives a bird's eye-view of the findings.

IX.2 A LOOK INTO THE FUTURE

The suggestions for the future can be categorized broadly on the following six basic lines.

The role of the Government with regard to:

1. Basic Issues
2. Finance of Education
3. Decision Making
4. Educational Administration
5. Organization of Higher Education and

The present investigator will discuss the same in details as under.

In case of the basic issues, the basis of the
Government must be studied properly. The pattern of education will take its due course and shape depending upon its pattern of the Government, which, in turn, will decide the delegation of powers. In the words of Philip H. Coombs:

"Education, of course, is not a cure for all the ills of the world, any more than it is responsible for causing them. Education at best has at its disposal only limited time and means for satisfying all the expectations that individuals and society bring to the educational process."

For the easy functioning of the colleges and universities, the principle of democratic decentralization in the day-to-day administration of the colleges and universities is of vital importance. As India has got the British legacy, there is conservatism, conformity and a high tension of confidentiality in matters of day-to-day routine administration of the colleges and institutes of higher education. This hinders the smooth functioning of the institutions of higher learning. In the case of U.S.A. it is quite democratic and decentralized. The head of the institutions, the teaching staff, the members of the regents and even the students in many cases, join their hands in the matters of day-to-day routine administration of higher education. In the case of the Union of Soviet Socialist Republics, it is absolutely centralized. The institutions of higher education have to obey the rules and regulations of the Union and Republican Governments. For India, this is the aspect which

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requires careful attention. When this be done, the day-to-day administration of Higher Education will be a joint enterprise, wherein, the give and take process is in full swing.

It was Alvin Toffler who rightly stated this point, in the following words:

"It would be a mistake to assume that the present day educational system is unchanging. On the contrary, it is undergoing rapid change."10

Alvin Toffler rightly states the rapid change that the present day educational system is undergoing.

The purposes of education as proclaimed by the constitutions of respective countries are many and different.

Further, the plan for education as such as well as for the future development of education must come from people themselves. This will automatically result into peoples' concern for education, when the plan will represent the felt needs of the people in so far as the area of education is concerned. In this connection, Alvin Roffler's views can be cited:

"When millions share this passion about the

future, we shall have a society for better equipped to meet the impact of change. Education must shift into the future tense.  

It is observed from the above statement that education must shift into the future tense. This suggests that education must try to visualize the future requirements of the society and project them into their perspective planning.

It was the Education Commission (1964-66) which proclaimed that money utilized in human resources is the best investment for the future. It is noted as under:

"The responsibility for the financing of education at all stages is falling increasingly on Government funds (Central and State). This trend will increase in the future."  

It may be traced from the above statement that the Government is responsible for the finance of education; which would increase in future. As Gunner Myrdal states in this regard:

"Education is a rising cost industry that its input costs for each similar unit of output, follow an

11 ibid., p. 427.

It may be deduced from the statement, that an educational system needs more budget, simply to accomplish the same results as in the previous year.

As there is a special budget for the essential services like Defence, Railway, etc. in the same way, education must be given the status of essential services and special funds should be reserved for education.

In the process of education, decision-making is a crucial aspect. When education is regarded as ‘for the general good of the people’, there must be the greatest involvement of people in the process of decision-making. As the people may be involved in the process of decision-making they will feel a sense of concern for education as such. Once the decision is taken, its quick follow up is most required. At the time of making decisions, future needs should be forecasted in the field of Higher Education. The political leaders, when they take decisions, they must realize importance of education in the context of national development, instead of their own development.

In any scheme of educational reconstruction which envisages a large scale development of educational institutions of Higher Education of different types, it is

necessary to consider carefully the administrative machinery that should be responsible for the spread of education and for its appropriate development.

In regard to educational administration, the suggestions are noted in the fourth part of this chapter. The Report of Education Commission (1964-66) has recommended a college to prepare the administrators in the field of education in the following words:

"We attach importance to the establishment of the National Staff College for Educational Administrators and would like to indicate broadly the manner in which it should function."\(^{14}\)

In the above statement, the Report of Education Commission (1964-66) suggests to start a national college to prepare the administrators for the different stages of education.

The organization of Higher Education is related with the Government through the University Grants Commission. As India is a democratic country, the university organization can be made more democratic.

It will be worthwhile to note here the view of the Report of Education Commission in this connection:

Universities should evolve dynamic techniques of management and organization suited to their special functions and purposes. The UGC should encourage the formation of groups in universities to study the problem of educational administration and management of university affairs.15

The above statement suggests the dynamic techniques of management and organization in the field of Higher Education. The investigator has given the suggestions on the organization of Higher Education in details in the fourth part of this chapter.

After India acquired Independence in 1947, India became free from the foreign yoke. After Independence, India has started to make progress in various fields and education occupies a place of pride and importance among them.

After Independence the colleges and universities were started in great numbers. It was period of rapid advancement and expansion in the field of higher education.

This resulted in problems of varied nature. In a zeal to advance with great speed, the quality was ignored, and only the aspect of quantity was attended to. This, in turn, resulted in the deterioration of standards of education. For maintaining the quality, no doubt, the

15 ibid., p. 653.
The apex must be high, at the same time, the base must be solid.

The wastage and stagnation should be controlled. Out of those, who are admitted to the first year of college education in the various faculties, a great number of students fail to be promoted to the higher classes. The result is stagnation. The money spent after those students is wasted. Moreover, out of those who have completed their education, very few of them are in position to use their knowledge acquired by them in actual practice. This is wastage. In other words, this is a sheer wastage of human potential. Can India afford it?

This should be avoided by diverting the students' energies and capacities in the proper channels. For this purpose, the colleges and universities should set-up different types of mental tests to judge the actual capacity of the students.

The Higher Education of India suffers from the problems of priorities. In a fast changing world of today, when the syllabii of the colleges and universities of other countries meet the needs of the time and change, accordingly, while in the case of India, the syllabii of the colleges and universities are not changing at a needed speed. The curriculum should be vocationalized. The planning, of course, should be innovative and change oriented.
In the colleges and universities of India, certain standards and procedures should be laid down in regard to admission and classification of students. Admissions should be given on the basis of entrance tests in the different branches of Higher Education.

James A. Perkins suggests to control the numbers in Higher Education of the U.S.A. in the following words: "The central fact about numbers is that while we have opened wide the gates to secondary education, Higher Education continues to be planned on the traditional bases of professional standards and high selectivity." 16

It may be concluded from the above statement that the Higher Education should be well planned and the admissions should be granted on the basis of selection process.

The teaching techniques and methods should be latest and activity-centred. For this purpose, junior lecturers should be trained by arranging seminars, workshops and refresher courses in the field of Higher Education.

IX.3 SUGGESTIONS FOR FURTHER RESEARCH

While studying this problem, the investigator came across many "hunches" and hypotheses for future studies. Here are a few studies which are worth undertaking.

1. A study of the system of finance in education in various countries.

2. A study of the process of decision-making in the Higher Education of various countries.

3. A comparative study of an educational structure in various countries.

4. A comparative study of the system of examination at the different stages of education in various countries.

5. A comparative study of the administrative and organizational set-up at the different stages of education in the various countries.


7. A comparative study of the problems in education at the different stages of various countries.

IX.4 CONCLUSION

Can one give the last word on Higher Education after such a study?

As a result of this study the present investigator has a deep feeling that Indian Higher Education is on a threshold of change. It needs a rigorous revitalization, rigorous overhauling, and rigorous quality controls. The
problems which India is facing at present: They are not only with India: but with so many underdeveloping nations. If one can give one word for Russian system of education, it is "zeal" and "uniformity". If one word of spirit could be used for American education, it is "democratic decentralization". If one word is to be used for Japanese system, it is "industrialization".

Which one word can be suggested for Indian education?

India has not only to learn from Britain, the U.S.A. and the U.S.S.R. but also from Japan, Canada and China. India has not only to learn the strong points of these countries but also from the mistakes committed by them.

The U.N. Committee on Science and Technology held from 11 to 29 March, 1974 recommended that "the establishment of a task-force to deal with the urgent problems of the arid zones, and called on the organization of the United Nations system on developed countries to assist the developing countries." 17

The U.N. Committee established to deal with the urgent needs and problems of the dry area of their own nation and to assist the developing countries.

The Committee also recommends:

To study ways of measuring the effort, which countries devote to applying Science and Technology for the development of developing countries. It recommended that Governments continue their efforts to establish data systems so as to obtain the information necessary for the development of their Science and Technology programmes.\textsuperscript{18}

The above statement suggests that Governments should continue their efforts to develop the Science and Technology of the nation.

At the same time, the colour-bar and deprivation of Negro students in educational opportunities in some state of U.S.A., the autocratic systems of Russian educations are the limitations of the developed nations. What India has to do is to draw from the experiences of other people.

The objective of the present attempt was to compare the system of Higher Education in the U.K., the U.S.A., the U.S.S.R. and the India.

Indian education is meeting with the manifolded influences of technological change, and social change. However, the structure of education remains the same. It should change along with it. If Indian education system does not change according to the pressures of the present and future demands, it will prove to be disastrous to the young generation.

\textsuperscript{18} ibid.
It is possible to implement all the suggestions recommended by the various reports of education. The investigator feels that the psychic distance from owning an idea, the generation gap, the structural handicaps are responsible for change. If the present study helps to sustain the intellectual dialogue, the investigator will be satisfied.

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