CHAPTER I

THE PROBLEM AND PROCEDURE

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"Knowledge at the highest level is the domain of universities; their function is to preserve it, hand it on, and expand it. This is inherent in their nature and confirmed by their history."

- JAMES MOUNTFORD.

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1.0 INTRODUCTION

With the explosion of knowledge and speedy communication, it is difficult to close one's eyes towards what is happening in other countries. As a result of which, in the modern world, everything should be studied in its comparative perspective. The comparative education adds to the knowledge and better understanding of the world around. It also serves the specific purpose of introducing reform at home or helping the country to seek solutions for the problems of its own. Due to the pressing demands of the society, changes in the prevalent practices in the field of education has been given the due importance in all the countries of the world.

In this work, the investigator has covered four countries; viz., the United Kingdom, the United States of America, the Union of Soviet Socialist Republic and India.

Comparative education simply can neither be a part of history of education nor of sociology of education, nor even of philosophy of education. It may be called a current of history of education. It is a social science. It may be a part of sociology or anthropology or economics of education, Smith describes it in these words:
In recent years, the United Nations Educational, Scientific and Cultural Organization - commonly known as U.N.E.S.C.O. - has published several studies of educational practices in different countries and the interest in methods pursued in schools in other lands is steadily growing. Comparative education has become a favourite study in university education departments and colleges of education. It is stimulated by travel and the interchange of teachers and students, and now has a growing literature of good quality.\(^1\)

In other words, the study of comparative education has been given importance in the Departments of Education of the Universities and Colleges of Education by assigning it a status of a subject.

Another comparative Educationist George Z.F. Bereday stresses the importance of methodology as he discovers that educators of comparative education have no common agreement about the methods they use. He puts it:

Comparative education has a clear subject matter of its own - the schools of the world in their many manifestations. It has a specific methodological concern that it shares with comparative law, comparative government, cross-cultural studies in anthropology and other comparative disciplines.\(^2\)


In the above statement, Bereday states that comparative education has its own subject matter. It has the strongest relationship with political science or geography. Its main task is to bring several matters of humanities and social sciences together in application to a geographical perspective of education. In this connection, George Bereday has said, "In short, comparative education is a political geography of schools. Its task, with the aid of methods of other fields, is to search for lessons that can be deduced from the variations in educational practice in different societies."³

George Bereday is of the opinion that comparative education is a political geography of the educational institutions. The main duty of the comparative education is to search new ideas with the correlations of the various fields of education in the society.

In this field, the present investigator has tried to study the patterns of Higher Education of the U.K., the U.S.A., the U.S.S.R. and India. While studying systems of Higher Educations of various countries, one must remember that the things outside the educational institutions matter even more than the things inside the institutions. The British universities function in a kind

³ ibid., pp. 10-11.
of limbo between state control and full independence, more of independence than control. In the U.S.A., the colleges and universities, both public and private, are chartered by the states in which they are established. In the U.S.S.R., the socialist philosophy in education has been realized by state legislation. India is known for her ancient civilization and culture. So these countries have a characteristic of their own. It is the role of comparative education to draw a combined picture of the countries under study at a time.

1.1 THE NEED

Soon after the independence, the Government of India took the first step in appointing the Commission headed by Dr. S. Radhakrishnan to look into the Higher Education in this country. It shows that the Government of India was greatly worried for Higher Education. It also shows the concern for Higher Education by the Government. The Commission recommended that:

* the education to be provided to the children before they come for Higher Education should be of twelve years' duration. That is, the first year of Higher Education should be an integrated part of the primary and secondary education; and

* the degree course for Higher Education should be integrated and be of three
years' duration. In other words, the university should frame such a syllabus that can be integrated and should have some relation with the other.\footnote{Report of the University Education Commission (1948-1949), (New Delhi: Ministry of Education, 1949), p. 23.}

Even these recommendations were not implemented with the spirit and zeal that the Commission had thought for. The Education Commission in its Report (1964-66) has observed:

There is a general feeling in India that the situation in Higher Education is unsatisfactory and even alarming in some ways, that the average standards have been failing and that rapid expansion has resulted in lowering quality.\footnote{Report of the Education Commission (1964-66), (New Delhi: Ministry of Education, 1966), p. 278.}

It can be understood from the above statement that the Education Commission (1964-66) was unhappy with the prevailing state of affairs and the growth in Higher Education. This kind of problem should have been faced by the other countries in the initial stages.

Here, the comparative education will help the country to shape and mould the practices in Higher Education, keeping in mind its own environment and culture. The investigator does not wish that the
practices which are found better in other countries can be transplanted in this country, but, on the guidelines suggested, one could definitely improve one's own practices.

Our country faces certain problems which were faced by U.S.A., U.K. and U.S.S.R. in their paths of development. University education in its present form started much earlier in these countries than in our
As referred to by C. V. Good (1945) in the Dictionary of Education, the terminology of the problem is as given below:

I.2.1 Comparative Study

"A term used loosely to indicate any study in which two or more cases or groups of cases are compared".

I.2.2 University

An institution of Higher Education, consisting of a liberal arts college, offering a program of graduate study, and having usually two or more professional schools or faculties and empowered to confer degrees in various fields of study."6

I.3 THE AIMS OF THE STUDY

The investigator has in his view the following aims and objectives:


2. To bring out significant features of the different patterns of Higher Education in the countries under study.

3. To study and compare their typical problems of university education with those of India and seek adequate "cues" for solution and as a result, to secure adequate information that could help, improve or change ideals, contents, organization, etc. in the university education of this country.

I.4 THE SCOPE AND LIMITATIONS

As the investigator has thought of three nations over and above India, one would like to know the reasons for selecting these countries. The countries that are selected for the purpose are the U.K., the U.S.A. and the U.S.S.R. The reasons for selecting these nations for the present study are as follows:

I.4.1 Why is U.K. Selected?

The investigator has selected U.K. as one of the countries for the present study. One would find that in the U.K., the powers to the Monarch are limited and the entire responsibility rests with the Parliament. In this country, there are other islands, viz., Wales, Scotland and Ireland. They are united in all matters like education,
The Government takes interest in education, but, the local people are consulted. Though this country is a mixture of limited monarchy and parliamentary democracy, both work together for the common goal of improving the condition of the people.

The English people do not like to implement new ideas immediately. They are considered to be conservative people. In other words, they are conservative by nature. The same kind of attitude would be observed in India. The problems that have been faced and solved by the English people are similar to India.

1.4.2 Why is U.S.A. Selected?

This country is large in size, but, not thickly populated. This country has an advantage of rich natural sources, has been a nation of immigrants, and has a very short history. This country has democratic ideals and education is treated as a State subject.

Each State keeps in mind the needs of the local people and forms its own policy. As a result, the educational expenditure is shared by the local people and the Government. These people are always looking forward and they accept readily what is good for the nation. In a democratic country, one should always remember that
nation is more important than an individual, or the existence of an individual is due to the nation. Therefore, the people are democratized through education. The nature of the problems may be of some interest to the underdeveloped country like India, that is why, the investigator has selected this country for the purpose of his study.

1.4.3 Why is U.S.S.R. Selected?

In this country, one would find that there is mere population, and a large nation. It is not like the U.K. and the U.S.A. where one would find the elements of democracy and understanding the needs of the people. The U.S.S.R. is a communist country and extreme socialist in Government pattern and the people have to work for the nation. Individuality is not given due importance. Here, the Government fixes the goals and targets of Higher Education, while the people have to execute.

In this country, education is the sole responsibility of the Government, one would be interested to know as to how the Government provides Higher Education in all the member-States of the country and how the same is administered.

India, though not following the political ideology has different member-States and education is treated as a
Government responsibility, therefore, the investigator selected the U.S.S.R. for the present study.

The investigator intends to study "A Comparative Study of the Pattern of University (Higher) Education in U.K., U.S.A. and U.S.S.R. with Special Reference to the University Education in India". The investigator understands the limitations of the problem. In the following paragraphs, he will discuss the scope of the problem and the limitations of the problem.

I.4.4 The Scope

The investigator has thought of studying the Higher Education or the university education of the countries under study.

The investigator has selected U.K. for purpose of studying the pattern of Higher Education. However, the investigator would study the existing pattern of England only. The other domains of the U.K., viz., Wales, Scotland and Ireland follow more or less the similar pattern.

For the purpose of studying the pattern of Higher Education in the U.S.A. the investigator would study the pattern of Higher Education in the Federal Government of the U.S.A.
The whole nation of the U.S.S.R. will be considered for the purpose of studying the pattern of Higher Education.

1.4.5 Delimitation

The investigator has delimited his study to the comparison of the pattern of higher or university education of the nations under study. Moreover, various problems concerned with administration and organization in these nations will also be studied.

For consideration of the U.K., the investigator intends to keep in mind the study pertaining to England only.

The study of the U.S.A. includes the study of the member-states of the U.S.A. in the field of university or Higher Education only.

The study of the U.S.S.R. includes prevailing pattern in the universities in the same. The problem is related to the administration and organization of the Russian universities only.

A comparative study and analysis of the aims and objectives of Higher Education, administration and organization of the universities, governances, syllabi, finance, teaching and research work of the universities in the related countries have been made with the view point of
comparative study to the Indian university pattern.

The present study intends to consider how the United Kingdom, the U.S.A. and the U.S.S.R. structure their educational system and how they try to solve the problems they face. The investigator attempts here to study the system of Higher Education in the U.K., the U.S.A. and the U.S.S.R. to find out answers to the following types of questions:

1. What is the structure of education?

2. What is the pattern of organization and administration of Higher Education?

3. What are the procedures for financing and decision-making in Higher Education?

4. What is the role of Government in Higher Education?

5. What are the patterns of courses, syllabuses and assessment procedures in Higher Education of the countries under study?

It is not the purpose of the present investigator to study the weaknesses of the systems of the U.K., the U.S.A. and the U.S.S.R. in the field of Higher Education. But the purpose is to study and compare their systems
with Indian system and to find out certain 'cues' that India can pick up for solving the problems of its own.

1.5 THE PROCEDURE

The investigator made a comparative study of the data collected and drew the relevant conclusions in the context of the Higher or university Education in the U.K.
form involving problems of organization, composition, exposition and interpretation. 7

The aspects of historical research are: (a) Primary sources, (b) Secondary sources, (c) Internal and external criticism, (d) Selection and organization and (e) Interpretation and synthesis.

(a) **Primary Sources**

These are original documents or remains the first witness to a fact or historical research.

(b) **Secondary Sources**

These include sources of information transmitted by one who was neither a participant nor an eye-witness of the original event.

(c) **Internal and External Criticism**

External criticism deals with data relating to form and appearance rather than meaning of contents. Whereas, internal criticism weighs the testimony of the documents in relation to truth. It is textual criticism.

(d) **Selection and Organization**

As the preliminary data has been gathered, the

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investigator organized the matter in a systematic and a scientific manner. Of course, the systematic organization was preceded by proper selection of the material from the data gathered and procured.

(e) **Interpretation and Synthesis**

For the present investigator, interpretation and synthesis formed quite important steps. The following principles are observed in the interpretation and synthesis:

1. A sound theory of interpretation and the derivation of a unifying theme has been followed.

2. A dignified and objective style of historical comparison has been followed. Some traits of the normative study research were considered for the present study; which are given as under:

   a. A study and interpretation of what exists at present.

   b. A cross-cultural study, and

   c. A study with a generalized available data of the four nations under study.
The investigator decided the following procedures for the present research work:

(a) Referring to the books, volumes and reports written by the eminent authorities.

(b) Literature procured from the embassies and consulates concerned.

(c) Literature procured directly from the countries under study.

(d) Collecting views, information and opinions of the experts of these countries by writing to them.

In this way, the investigator has made a critical and comparative estimation of the educational systems in the four countries under study.

I.6 A SCHEME OF CHAPTERS

The investigator has planned the following scheme of characterization. It reads as under, along with the content of each of the chapters:

CHAPTER I - THE PROBLEM AND PROCEDURE
CHAPTER II - REVIEW OF RELATED LITERATURE
CHAPTER III - THE BASIS OF HIGHER EDUCATION IN COUNTRIES UNDER STUDY
CHAPTER IV - THE ADMINISTRATION OF HIGHER EDUCATION
CHAPTER V - THE ORGANIZATION OF HIGHER EDUCATION
CHAPTER VI - FINANCE OF HIGHER EDUCATION
CHAPTER VII - COURSES OF STUDY AND TEACHING
CHAPTER VIII - ROLE OF UNIVERSITIES IN CREATING LEADERSHIP AND CONTRIBUTION IN FORM OF RESEARCH
CHAPTER IX - FINDINGS AND SUGGESTIONS

REFERENCES

BOOKS


REPORTS
