CHAPTER III

THE BASIS OF HIGHER EDUCATION IN COUNTRIES UNDER STUDY

"In broad terms, the functions of the universities in the modern world may be said to be:

- to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;

- to provide the right kind of leadership in all walks of life."

CONTENTS

III.0 THE BACKGROUND

III.1 THE LAND

III.1.1 The U. K.
III.1.2 The U. S. A.
III.1.3 The U. S. S. R.
III.1.4 India

III.2 THE PEOPLE

III.2.1 The U. K.
III.2.2 The U. S. A.
III.2.3 The U. S. S. R.
III.2.4 India

III.3 THE EDUCATIONAL HERITAGE

III.3.1 The U. K.
III.3.2 The U. S. A.
III.3.3 The U. S. S. R.
III.3.4 India

III.4 AIMS AND OBJECTIVES

III.4.1 The U. K.
III.4.2 The U. S. A.
III.4.3 The U. S. S. R.
III.4.4 India
III.O THE BACKGROUND

With the development of social sciences towards the end of 19th century, it was increasingly realized that there was a close relation between education and society. It became a concern of comparative education, now onwards to study the interrelationship between education and society by analysing the historical forces, the traditions, the heritage and other factors that are responsible in shaping the society and its institutions. Moreover, the land, the people, the educational heritage, geographical conditions, scientific and technological development also contribute a good deal to the educational set up of a country. In this regard, I. L. Kandel has stated the importance of studying the background of the nation in the following words:

"... the forces that determine the character of education in any nation have a significance that is of greater importance than the details of its organization and practice. Hence, the study of the backgrounds can contribute more to an understanding of an educational system than mere description of it."

The very little of this study clearly reveals the fact that the Higher Education of the four countries will be compared with a view to studying its significant characteristics to Indian background.

The investigator has attempted here to study the various factors having their contribution either directly or indirectly to the systems of education in the countries under study.

Education of the U.K. is greatly influenced by its geographical, historical and social factors. It is one of the oldest countries in pioneering the educational activities and in evolving a definite system is proud of her traditions based on religion, morality, justice and tolerance. From the very beginning, it was saying, "The Sun never sets in the British Empire". This saying shows English man's supremacy of power with their so called intellectual, physical, economic and scientific superiority developed and maintained until recently over most other countries of the world.

The people in the U.S.A. are very much devoted to the preservation of their rights. This is the reason that education has not been mentioned in the Constitution and is considered to be the responsibility of constituent states. For all practical purposes, this right has been delegated to local bodies which exercise it with certain limitations. She is advanced and prosperous country in the world. It is because her past is very short.

Now, it will be quite appropriate to have a reference to the same aspect of the U.S.S.R.
Before the advent of the twentieth century, education in the U.S.S.R. was conservative and controlled by the State and Church. Specialists were engaged in order to plan more stress on scientific research programmes.

Raja Roy Singh describes the importance of Higher Education in the U.S.S.R. in the following words:

The higher schools train intellectuals and the quality of its work depends on whether it is able to draw most talented students from the widest possible circles of people, regardless of their property and social status and race.2

From the above statement, one can state that the equal opportunities are provided to all the students in the field of Higher Education.

With the reference to the above discussed countries, India is perhaps unique in her civilization, culture, philosophy, history, geography and educational heritage. Her past was so glorious and remarkable and present is so complex and progressive that the world horizons are so perpetually gazing at her tremendous efforts. S. N. Mukerji has depicted India's rank in the world history of evolution and development in the following words:

India is a land of poet's dream. It is a country famous not only for its ancient culture. It also presents to mankind the history of several races, differing in culture and religion entering the country from time to time.3

The historical development of India and her heritage are magnificently long and varied. She had been place of culture and learning for many other countries of the world in the past.

If one casts a glance at the four countries under study, in the light of the foregoing description, one could well infer that:

* The U.K. has a glorious past and she enjoyed a position of pride of her amazing potentials in many walks of life.

* The U.S.A. abounds in tremendous natural resources and the main treasure of U.S.A. is the optimistic outlook of the people.

* The U.S.S.R. is very rich so far as mineral wealth is concerned. The whole system of education is organized in the conformity with Communist ideas in the U.S.S.R.

India has had glorious past along with British imperialistic legacy; she enjoys the attention of the nations of the world as she embarked vehemently and enthusiastically on the path to progress.

III.1 THE LAND

Among others, the land occupies a rank of significance.

III.1.1 The U. K.

The U. K. is situated in the North-West portion of Europe. Though, small in size, she is full in potentialities. In this connection, it will be quite proper to quote 'Britain, An Official Handbook'. It reads as under:

"The land of Britain occupies a total area of 81,320 square kilometres and is divided into 39 geographical and 46 administrative units."

It can be easily noticed from the details above mentioned that the area of Britain is very small as compared to India, the U.S.A. and the U.S.S.R. It is two and half times smaller than Gujarat (in India).

As it is stated in the Census Reports and Estimates of 1965:

"But the population density of Britain is higher than that of Gujarat, India and even any part of the world because of various reasons."

III.1.2 The U.S.A.

The United States of America is situated between the two great oceans of the world. The climatic situation is ever refreshing. About one half of the area is covered by rocky lands having vast hilly lands. The Mississippi, Missoury and the Ohio are the rivers that add to the fertility of the plains and navigation of the country. The entire country can be divided in three distinct types of geographical regions, viz., (i) The Western Rocky region, (ii) The Central Plain, and (iii) The Eastern High Land.

It can be noticed from the details above mentioned that the area of the U.S.A. is big as compared to the U.K. Though, small as compared with the U.S.S.R. and India. The population of the U.S.A. is 204,765,770 and the total area is 7,828,000 square Kms. The climatic conditions of the U.S.A. are quite favourable to the

physical and mental development of her people and their prosperity. The annual rainfall of the U.S.A. is 96 cms. which is fairly well-distributed throughout the year.

The soil of the U.S.A. being prepared by digging out the forests, is deeper and richer. The U.S.A. abounds in rich minerals which has placed her in one of the most advanced countries of the world from the industrial point of view.

III.1.3 The U.S.S.R.

The Union of the Soviet Socialist Republic is a large country bounded by the Baltic Sea in the West, the Pacific Ocean in the East, the Black Sea and the Gobi Desert in the South and the Arctic Ocean in the North. The country stretches over a length of 10,845 kilometres and is 2,500 Kilometres broad. Its area is about 2,24,02,200 square Kilometres. It is the biggest country in the world under one political rule.

The U.S.S.R. is situated between 36° N.L. and 72° N.L. from hotter regions of temperature zone to the colder regions. Every type of climate except the tropical one is found in this country. Natural resources are found in abundance in the U.S.S.R. The country is now both agriculturally and industrially developed.

The physical structure of the country could be
divided into two parts. The first part is the European part of the U.S.S.R. and the other is the Asiatic part of the U.S.S.R. The combined areas of the two parts, that is, the area of the entire country is equal to one-sixth area of the world.

The U.S.S.R. is very rich so far as mineral wealth is concerned. There are many water-falls in the rivers of the country. Forests with good quality timber are also found in sufficient number there.

In this way, one can observe that almost everything necessary for making a country prosperous is available in the U.S.S.R.

III.1.4 India

Since India is called a 'sub-continent' by people looking to her size, her land mass is very large having a variety of types and levels. It is situated in the South of Asia sprawling like a slumbering giant. In its North, lies the land upto cold region, while in the South, lies the ocean upto South Pole. It covers a land-mass of 33.68 lakhs square Kilometres.

The territories of India are surrounded by Pakistan, Afghanistan, China, Nepal, Burma, Bangla Desh and Sri Lanka. In the North, there are Bhutan and Sikkim,
The location of India is in the Northern hemisphere between 8° and 37° North Latitudes. The tropic of cancer passes through the middle and in the West is situated the end of Kutch ob 68° East Longitude and in the East, on 98° Longitude.

The geographical position of India is very significant in many ways. The trade ways between China, Japan, Australia, Europe and Africa pass from India.

III.2 THE PEOPLE

It will be quite appropriate to throw some light on the people of the nations under study.

III.2.1 The U.K.

The people of Britain have been for centuries most diligent, industrious and religious-minded. Geography, history and changing patterns of industrialization, have given rise to the education, culture and mode of life of the people.

Throughout Britain, the population is predominantly urban and suburban. During the nineteenth century, the labour demands of newly developing industries drew great numbers from the countryside. At present, nearly eighty per cent of the population live in great cities; and the
remaining twenty per cent of the population, who live in rural areas regularly work, shop or go to school in the towns.

The introduction and use of modern and scientific labour-saving-devices have been very common. The life everywhere is quick, quiet, scientific, civilized and moderate, though with worries due to increased tensions.

T. C. Baker rightly states:

A number of people from all age-groups and occupations find their main pastime in some form of sustained group activity connected with the churches, trade unions, politics, social welfare and reform, with study or other self-improvement or with cultural pursuits.6

Stressing the same point, Sir Petrick Abercrombie adds the aspect of vehicle ownership by the majority of the British people in the following words:

"Ownership of motor vehicles is now widespread in England resulting in developing a trend to touring and building scattered houses."7

The main traits of the British people are that they are conservative. They have an old society and ripe democratic traditions. Democracy, in Britain, is a very

slow process of evolution, and there is a limited monarchy, with a cabinet form of Government.

III.2.2 The U.S.A.

The climatic conditions of the U.S.A. are generally moderate due to oceanic effect of west coast, but in winter there is cold and at times snowing.

The people there form mixed nationality of settlers from European countries.

The education being the responsibility of the people in the U.S.A. Awakening in the people was followed by political, social and industrial progress.

The people of the U.S.A. belong to different religious and nationalities: English, German, French, Italian, Greek and Jews. Inspite of these basic differences, they have accepted the American Nationality forgetting their original ones and they are proud of being called Americans. The notable feature of their life is the pragmatic philosophy of life. They are great lovers of freedom and democracy.

It is rightly observed by Moehlman Arthur, as he puts: "..... Americans have their cultural roots in Europe and Asia, in Africa and Latin America but they have also developed novel indigenous traits. Three outstanding
traits are idealism, mobility and productivity.8

It is clear that the origin of the American culture is from the European countries. The people of the U.S.A. are idealistic, progressive and materialistic.

III.2.3 The U.S.S.R.

As regards territorial jurisdiction, the U.S.S.R. is the world's biggest single national organization under one flag. Russia was a backward nation prior to the revolution. The main occupation of the people there was agriculture and they were divided into main two classes - the landlords and the peasants. The living standard of the people was low. The people were laborious and God-fearing. They were under the influence of selfish and aristocratic clergymen. Education in those days was controlled by the clergymen. Only religious and commercial education was imparted in educational institutions.

At present, there are 160 national types of the people in the U.S.S.R. and they speak more than 100 regional language. The medium of instruction in the U.S.S.R. is the regional language.

In this regard, it is observed by Roller and Morphat:

In 1928, a state planned system was devised which required educational institutions to structure themselves in such a way as to make provision for training in many specialized fields in response to national economic policies.  

Thus, it can be observed that the national economy is highly planned there with the context to the society people.

III.2.4 India

The total population of India, according to the latest census, is over 548,000,000. This is the second largest country in the world in terms of population.

Though the people of India are called Indians, they have many diversities of religions, language, traditions and customs like the people of the U. S. A. There are as many as eighteen caste systems that differentiate the people and their status. Still, they are all Indians, proud of their one nation.

In this connection, as P. Hartog puts: "You have in India the most ancient and most moderate East and West combined, as perhaps in no other country in the world, a country in which the tradition of education is perhaps the oldest."  


Historically speaking, India is one of the most ancient of living civilizations. She has a long tradition of learning, a fact which has been pointed out by even foreigners. For instance, F.W. Thomas expresses: "Education is no erotic in India. There is no country where the love of learning had so early an origin or has exercised so lasting and powerful an influence."11

Thus, the Indian people are influenced by education; from the ancient period. The most outstanding character of the people of India is their attachment to traditional belief based on religion. Her most of the people even today, hold high esteem for moral and spiritual values.

III.3 THE EDUCATIONAL HERITAGE

Through education, a society transmits its way of life to succeeding generations. Education is a long social process. That is why, the educational heritage is an important factor for the development of any nation.

The investigator will discuss the same as under:

III.3.1 The U. K.

Prior to religious reformation, Britain had evolved a system of education that assured the supply

of leaders of the community, though they did not belong to the masses. In support of this, it will be worthwhile to quote the official booklet 'Education in Britain', issued by the Central Office of Information, London, which reads as under:

England has a longer tradition of education, but the provision of education for all, dates only from the end of the nineteenth century when the Government began to take a more positive responsibility for social welfare.12

In the nineteenth century, there was a great change in the condition of the life in U.K. - there was fear of industrialization.

The national pattern of Higher Education in U.K. is already changing. Until quite recently, the universities had almost a monopoly of further education in U.K.

The modern civic universities are free from the traditional disciplines of Oxford and Cambridge. It is observed by George F. Kneller. He reads as under:

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

new needs of the growing industrial population and also as a reaction against the traditional disciplines of Oxford and Cambridge. These universities were free from religious influence of any kind, and concentrated their attention on the teaching of science, technology and modern subjects for which the older universities either made no provision, whether or made every inadequate provision.13

Thus, it can be observed that the modern universities are not traditional and conservative as the older one.

According to the national policy of the U.K. no able boy or girl shall be prevented by financial difficulties from taking an advanced course at a university.

III.3.2 The U.S.A.

From the earliest times, the U.S.A. has been relatively more advanced than the rest of the world.

The American pattern of education was not developed overnight. Many of the colonists, who brought with them their institutions, ideas and values, brought a feeling and regard for education in the U.S.A. It should also be remembered that the colonists came from different backgrounds with great religious differences with a view to getting more freedom. This great variety of cultural backgrounds made possible a different ways of living and

various local institutions served the purposes, needs, values, etc. of several groups.

By the close of the colonial period some distinguished leaders like Benjamin Franklin and Thomas Jefferson rose to influence the later course of the history of education. However, the base of education was full of narrow colonial beliefs. As Cremin and Borrowman put:

"First, that most people do not really need schooling, and if they do, it should involve only a bare minimum of reading and writing."

In the colonial period the education was not well developed in the U.S.A. The second period was known as 'The formative period covering roughly and nineteenth century in which many social, economic and political changes took place'.

The ideal of equality of educational opportunities was largely responsible for the establishment of state universities and land grant colleges all over the country. Assessing the contribution of this period, Crow and Crow gives the same as under:

Probably, the outstanding contribution to educational progress in the nineteenth century was the general awakening among people

of all economic and social levels to the function and value of education. The responsibility of the community for the educational needs of its people was accepted in theory, even if it was not put completely into practice. 16

The third period of Mispassage (1900) was in fact a period of national uprising and change. Their philosophy of life, work and education were changed by the advancement in science and technology, rapid means of transport and communication.

III.3.3 The U.S.S.R.

The mention of Russia in the history of the world came prominently for the first time during Napoleon Bonaparte's rise to power. Russia was one of the countries run over by Napoleon and she along with England and other nations played a prominent part in defeating Napoleon.

Education in the U.S.S.R. was under the complete control of the state and church until the beginning of the twentieth century. The Czar was all powerful and the executive legislative and judicial powers were vested in him. All the Government officials held their office at his will. The percentage of illiterate people throughout the state ranged between 85 to 90 per cent.

The credit for expansion of education in Russia goes to Peter the Great who ruled over the country from 1689 A.D. to 1725 A.D. He was the father of Russian education for that time. The credit for establishing in Russia a state system of education goes to Catherine II who ruled from 1762 A.D. to 1796 A.D. She also defined the original principles of education like Rousseau and Voltaire.

The expansion of education took rapid strides with the implementation of Stalin's First Five Year Plan of 1928-1933. Further development of education in Russia took place during the post-war period. During this period, 120 higher institutions were established, under the Five Year Plan of 1946-50. There was a noteworthy increase in the number of students. The nineteenth Congress of Communist party gave many directions regarding Higher Education in the fifth Five Year Plan of 1951-55. At present, Higher Education of the U.S.S.R. is so much developed that the number of students in Moscow alone is higher than total number of students in Britain and France. The Higher and Secondary Education in the U.S.S.R. is controlled by All Union Ministry for Higher and Special Secondary Education.

It is clear from above discussion that the educational heritage played an important role in the
field of education in the U.S.S.R.

III.3.4 India

Perhaps in no country of the world where the love for learning and reverence for education had so early an origin or has exercised so lasting and powerful an influence as in India. It is observed by F.W. Thomas:

Education is no exotic in India. There is no country where the love of learning had so early an origin. From the simple poets of the Vedic age to the Bengali philosopher of the present day there has been an uninterrupted succession of teachers and scholars.

The ancient Indian religion and activities connected with religion were the main springs of all life activities. All aspects of life were absorbed in religion, along with worship and prayer.

As S. N. Mukerji points out: "Religion saturated educational ideas too. The educational system aimed at the building up of character, the development of personality and the preservation of the ancient culture of the mother land."

The principal purpose of education in ancient


India was the development of life-values and social service to the best of one's capacities.

The universities of that era was Nalanda and Taxashila which earned an international reputation.

Though the East India Company was established in 1600 A.D., it was Charter Act of 1813 that compelled the company to accept the responsibility for the education of Indians and to confer grants for the same. The Wood's Despatch of 1854 declared that the main objective of the educational system was to spread Western science and knowledge through both English and the spoken language of the people.

By 1900 A.D., practically all the institutions of Higher Education used English as the medium of instruction and aimed at the spread of Western science and knowledge.

In 1935, the education was transferred to the control of Indian Ministers. Under the Government of India Act of 1935, the provincial autonomy came into being, and as a result, the Provincial Governments had much greater freedom to plan programmes for educational expansion and improvement resulting several schemes, increased grants to education and a rapid increase in the involvement of students.
The period between 1947 and the present day is the period of rapid expansion, progress and improvement in education. In free and democratic India, education has been put to the top priority in the national programmes of development.

In this connection, the Education Commission (1964-66) has aptly put it:

The destiny of India is now being shaped in her classrooms. This, we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people.\(^\text{18}\)

Thus, both the Central and the State Governments have undertaken the serious responsibilities for the spread and development of education at all levels without the distinctions of caste, colour and creed.

III.4 AIMS AND OBJECTIVES

The investigator will discuss the aims and objectives of Higher Education of the countries under study as follows:

III.4.1 The U.K.

The main aims and objectives of the British

system of Higher Education can be enumerated as under:

1. Instruction in skills suitable to play a part in the general division of labour.

2. Institutions of Higher Education teach what will be of some practical use, we must postulate that what is taught should be taught in such a way as to promote the general powers of the mind. The aim should be to produce not more specialists but rather cultivated men and women. And it is the distinguishing characteristic of a healthy higher education that, even where it is concerned with practical techniques, it imparts them on a plane of generality that makes possible their application to many problems - to find the one in the many, the general characteristic in the collection of particulars.

3. We must name the advancement of learning. There are controversial issues here concerning the balance between teaching and research in the various institutions of Higher Education and other bodies.

4. The transmission of a common culture and
common standards of citizenship. To provide in partnership with the family that background of culture and social habit upon which a healthy society depends.

The Report of Higher Education (1961-63) has rightly stated in this regard:

Institutions of Higher Education vary both in their functions and in the way in which they discharge them. The vocational emphasis will be more apparent in some than in others. The advancement of learning will be more prominent at the post-graduate than at the undergraduate stage. 19

It is clear that the advancement of learning is more effective at the post-graduate level than at the undergraduate level. The institutions of Higher Education have to perform the same duties; but they fail to do so. The importance to the vocational training is given in the Higher Education of the U.K.

By explaining, the importance of English universities Sir James Mount Ford Puts as:

In practical terms, universities are communities of those who teach and those who learn, place where the minds of maturing students are trained and strengthened and where the future of leaders in a society are prepared not only for the learned profession and tasks of responsibility in the community, but also for the living

of a full life.\textsuperscript{20}

It can be observed from the above noted statement that the main aim of the British universities is to train and strengthen the leaders in the learned professions for their responsible life in the society.

Thus, it can be derived from the foregoing analysis that a number of factors, viz. social, political, historical, economic and religious have played a vital role in shaping the present structure of education in Britain.

\textbf{III.4.2 The U. S. A.}

The goals of American education have evolved from her history, philosophy and culture. Democracy as a way of life developed in the context of these factors. In 1946, the concept of special and general education was expressed by the Harvard Committee on the objectives of education in a free country. It reads as:

"The aim of education should be to prepare an individual to become an expert both in some particular vocation or art and in the general art of free man and citizen."\textsuperscript{21}


The opinion of the report is to prepare an individual as an expert both in some particular vocation and in general art of free man and citizen.

Now-a-days, the people of the U.S.A. are independent in the field of Higher Education. Even though, they are dissatisfied with what their institutions of higher learning are doing and producing.

But the original aims of Higher Education are particularly practical and applied goals. The reason for that can be put in the words of a historian, Frederick J. Turner, "Nothing in our educational history is more striking than the steady pressures of democracy upon its universities to adopt themselves to the requirement of all the people." 22

The statement explains the situation obtained by the Americans.

The entire system of education in America is a public concern, therefore, the aims of education at all levels must relate to the American life. The five aims of Higher Education may be summarised as under:

1. To provide opportunity for individual development to people.

2. To transmit the cultural heritage.

3. To add to the existing knowledge through research and creative activity.

4. To help translate learning into equipment for living and for social services, and

5. To serve public interest directly.

While summing up, one would like to state that the ever-changing needs of the people of the U.S.A. and their day-to-day problems have been a dominating objective of their education. The pragmatic philosophy of life, the democratic principles of Government at whatsoever stage and rich economic conditions by way of tremendous agricultural, industrial and technological production are the factors which have contributed in creating a resourceful environment for education.

III.4.3 The U.S.S.R.

The ideology of universal education came into being after the Russian revolution in the twentieth century. The educational system was thoroughly overhauled when the communists took the reins of the Government in 1917. One of the important step taken by the Communist Government was in the direction of education.
In 1961, the Council of Ministers passed a law statute on the Higher Schools of the United States of Soviet Russia which defined the aims of VUZ and its structure with organization. According to this law, the aims and objectives of Higher Education in Russia are as under:

1. To provide training for highly qualified specialists, steeped in spirit of Marxism and Leninism who may be well-informed with the latest achievements of science and technology that may help them to create the technology of future.

2. To do research work that may contribute the solution of obstacles that come in a way of communist society.

3. To aid experts in the production of textbooks and various study-aids of high standards.

4. To make provision for the training of teachers and researchers.

5. To provide advanced training in the specialists in different departments of Higher Education.
6. To spread scientific and political knowledge among the people.

7. To study the problems connected to the employment of graduates.

While comparing the Indian aims and objectives of Higher Education to those of Soviet Russia, it can be viewed that the aims of Higher Education of U.S.S.R. put more stress on the individual and the social development.

III. 4.4 **India**

In ancient India, education constituted a real training for living life according to spiritual and moral values.

The aim of education during British rule was to train an army of individuals who could assist the Britishers in the administration of this country.

The four aims defined by Secondary Education Commission (1952-53) may be stated in brief as under:

1. Development of democratic citizenship.

2. Improvement of vocational efficiency.

3. Development of personality.

4. Development of the qualities for leadership.
In 1966, D. S. Kothari, the Chairman of the Indian Education Commission, appointed by the Central Government to study the educational climate of the country, as a whole, submitted his report to M. C. Chagla, the then Union Minister of Education. This report defines the aims and objectives of Higher Education as under:

1. To seek and to cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and belief in the light of new needs and discoveries.

2. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.

3. To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose.

4. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and to foster in the teachers and students; and through them in society generally, the attitudes and values needed for developing the 'good life' in individuals and society.23

Thus, the aims of Higher Education should provide leadership in politics, administration, professions, industries and commerce. The universities are the main centres of social development; where the citizens of

tomorrow are being trained.

OBSERVATIONS

The description and review of the data available at hand helped the investigator arrive at the following conclusions:

Despite the fact that India having a very long civilization, culture and history has not been able to progress and proper as much as Britain, the U.S.A. and the U.S.S.R. have. It may be because of her political investment for a long period, while Britain though conservative and staunch religious minded has undergone a great many changes in her life and traditions. Her historical background and heritage, so also her progress and flourishing in trade and industries have given her a magnetic jerk to reconstruct education, its organization and administration.

Before the advent of the twentieth century, education in the U.S.S.R. was controlled by the state and the church. After that, the country has passed through the hands of the communist educators, who is the ruling party, made the country progressive, industrious and scientific in the modern world of education. Her historical background and heritage have given a new shape to remould her educational set-up and thinking.
The people of the U.S.A. whose history is not so long and whose traditions and civilizations are not unique have advanced with an alarming rate and created an unique educational structure.

And, India having a full scope of development and progress at the most accelerated speed can boast of her rich and enviable past culture and civilization.

No.III.1
A chart showing the comparative study of the Constitutional directives in the countries under study.

Reading and interpreting the chart, one can infer that as per the Constitutional directives, the Higher Education in the U.K., the U.S.A., the U.S.S.R. and India is controlled by local authorities or by the Government (Union and/or State). In the U.K., the Higher Education is a partnership between Central and local authorities, in the U.S.A. completely through local bodies of the public, in the U.S.S.R. by the Union Ministry of Higher and Specialized Education; while in India, it is the partnership between Central and the State Governments. Regarding the matter of political party interference, there is no political party interference either in the U.K., in the
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<thead>
<tr>
<th>Implementation</th>
<th>The U.K.</th>
<th>The U.S.A.</th>
<th>The U.S.S.R.</th>
<th>India</th>
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<td>Implementation through local authorities</td>
<td>Implementation through local bodies</td>
<td>Implementation through purely Union Ministry of Education</td>
<td>Implementation through Government machinery</td>
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<td>Right to control</td>
<td>Partnership between central and local authorities</td>
<td>Public can control the Higher Education</td>
<td>The Union Ministry of Education control directly</td>
<td>Higher Education is the partnership between Central and State Govts.</td>
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<td>Political party interference</td>
<td>No political party interference</td>
<td>No political party interference</td>
<td>Direct control of the communist party</td>
<td>No political party interference</td>
</tr>
<tr>
<td>Responsibility</td>
<td>National responsibility</td>
<td>State responsibility</td>
<td>Union Ministry of Education's responsibility</td>
<td>State and Federal responsibility</td>
</tr>
<tr>
<td>Executive Officer of the university</td>
<td>The Vice-Chancellor</td>
<td>The President</td>
<td>The Rector</td>
<td>The Vice-Chancellor</td>
</tr>
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</table>
U.S.A. or in India; while in the U.S.S.R. the Higher Education is in the hands of the communist party. Regarding the responsibility of Higher Education, it can be inferred that in the U.K. as well as the U.S.A., it is the State responsibility; in the U.S.S.R., it is the Union responsibility, while in India, it is State as well as Federal responsibility.

Regarding the executive officer of the universities in the U.K. and India is called "the Vice-Chancellor; in the U.S.A., he is called 'the President' and in the U.S.S.R. he is known as 'the Rector'.

The Indian aim of Higher Education starts with seeking and cultivating new knowledge at the university level. The American university tries to help their youths in solving social problems. The Russian ideology aims at providing as many technical specialists to the society as possible. Great Britain seeks transmission of the common culture in society.

From the humanitarian point of view, Indian thinking on the philosophical doctrine is more free and democratic. The British view in this respect is more orthodox. The Americans are more social and democratic. The Russians are highly autocratic in framing rules and regulations for any state of education.
The question here for India is what she should adopt from the other nations under study. Education is a current of flowing water in the form of new knowledge. Indians can learn from each country, from their streams of flowing knowledge. Indian philosophy of education is liberal and stands for humanity from the ancient time. Our democratic educational aims and objectives are similar to those of America. They (Americans) respect the individual and at the same time believe that the individual should live for the society. They organize their Higher Education through local committees with a democratic view. They are neither traditional like the English nor autocratic like the Russians, in framing out the directives of Higher Education.

The investigator takes note of Russia's progress in technology: "Higher Education is one of the most important elements in the development of science and technology and in the utilization of their achievement to spread economic, cultural and social progress." The above statement shows the importance of science and technology in the Higher Education of the U.S.S.R.

In India, prior to independence not much attention was paid to the aims and objectives of education. Then the

main aim of education was to prepare students for examinations and to equip them with degrees. But the independence with it has brought the new conception of duties and responsibilities of our system of Higher Education.

CONCLUDING OBSERVATIONS AND COMMENTS

The investigator would give the following observations and comments in this regard:

Universities are autonomous bodies in the U.K., the U.S.A. and India; while, they are under the control of the Union Ministry of Education, because the first three countries are living in democracy where there is decentralization in powers; while in the U.S.S.R. the ruling party is the communist party where there is centralization of powers and decisions.

All the universities receive their major parts of the funds from either Central or the State Governments; while in the U.S.A. the major funds are provided by the public bodies.

The Higher Education of the U.K. stresses on individualism; in the U.S.A. and India on the socialism; while in the U.S.S.R. on the communism. The universities of the U.K. believe to produce the cultivated men and women. The universities of the U.S.A. and India wanted to
produce the real citizens for the preservation of their democratic values. The Russian institutions of Higher Education like to train the technicians, engineers, lawyers and doctors for the protection and the development of the country. Because the Russian philosophy is based on the materialism, nationalism and communism.

Values, in fact, are a product of the past heritage. For example, Britain had a very long history of monarchical type of Governments and it has also arrived at democracy not by the process of revolution, but by the process of evolution. Hence, democracy as a value is evolved in Britain. That is why, the thinking of the European people is conservative, traditional and orthodox, while, that of U.S.A. is pragmatic, that of the U.S.S.R. is communistic and that of India is creative. There is no religious teaching in the U.S.A., U.S.S.R. and India; except in some ancient universities of the U.K.

Equal opportunities are given to all in the universities of the U.K., the U.S.A. and India, while in the U.S.S.R., only ablest persons are taken up for Higher Education with the utilitarian concept of thinking in the philosophy of communism.

In the U.K., one will find centralization in administration and financing; but the decentralization in
the inner life of the university administration and organisation. In the U.S.S.R., there is the pattern of centralisation in all the aspects of Higher Education.

In the U.S.A., there is completely decentralisation in the university autonomy; while in Indian universities, there is decentralisation in the matter of administration and organization and centralisation in the matter of central grants through the University Grants Commission. India has the longest past heritage. With solid philosophic foundations, India has mixed contributions from Mohmedan Redshahas, Hindu Emperors, Buddhist Kings and British rulers. Therefore, the Indian mind essentially believes the in a hero worship. This led to authoritarian structure of the society. The long cultural past led India to conservatism. Both these values led Indian people to be confirmists rather than radicalists. All these interacting values could be found in the systems of education in the form of reflection.

These values are reflected in the various systems of education; i.e. in the administration, organization, finance, decision-making process, evaluation systems, students' life and various aspects of Higher Education.

Now, the investigator will discuss some problems of the Indian Higher Education as under:
The investigator would like to express that one who lives in a democratic nation; should be responsible for the development of one's own nation. Indians live in a big democratic country therefore they are responsible for the implementation of the aims and objectives of education in their own country. For this, the people have to create the powerful society and the Government.

The investigator will give some suggestions in this regard:

1. **Selective Admission**

   Since the demand for Higher Education will be much larger than the provision that can be made for it or is needed on the bases of manpower needs, a system of selective admission will have to be adopted in India.

2. **Part-time Education**

   Opportunities for part-time education (correspondence, evening colleges) should be extended and courses should be included in the branches of science and technology subjects.

3. **College Size**

   A college should have a minimum enrolment of 500 students and would be preferable to raise upto 1000 or more in as many colleges as possible.
should be given to open new colleges with less than 200 enrolments.

4. **Education of Women**

   At present, the proportion of women students to men students in Higher Education is 1:4. This should be increased to about 1:3, to meet the requirements for educated women in the different fields of the democratic country like India.

5. **Educational Research**

   Urgent steps have to be taken to develop educational research and to relate it effectively policies and improvement of education.

6. **Agricultural Universities**

   At least one agricultural university should be established in each state.

7. **Agricultural Polytechnics**

   Agricultural polytechnics at post-matriculation level should be organized on a priority basis to scope with the demands of the nation's agricultural trained farmers.

8. **Open University**

   The British scheme for a university of the Air or
open university; may be followed in the democratic country like India. The open university offers the opportunity of Higher Education to people who have never had it before. It is a new trend started in the Higher Education of Great Britain in 1966.

2. The Philanthropic Foundations

This type of foundations should be started to encourage our Higher Education. There are about 10,000 such foundations in the U.S.A. They are good sources of free funds for creative work, innovation and experimentation in education of a democratic country.

REFERENCES

BOOKS


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