
Comparative Education

A Trend Report

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COMPARATIVE education is a synthetic subject area cutting across several disciplines and overlapping numerous well-known techniques and tools of research in the field of social sciences. There is very little that comparative education could claim as its own, distinct from other disciplines. Indeed, comparative education could be defined only by identifying its approach to the study of education and by the methodology it employs in order to adduce conclusions from different educational systems. As already stated, research workers in this area draw heavily upon Philosophy, History, Cultural and Social Anthropology, Sociology, Political Science, etc., for its content, and statistical and survey techniques for its tools of study. Knowledge of world movements and several languages are *sine quo non* for a 'Comparative Educationist'. These equipments make a proper 'Comparative Educationist' a rarity.

Though comparative education has a long history, its modern version is not very old. In fact, we normally trace its history from 1840 or so. The travellers and historians who visited other lands have left their impressionistic records of the foreign educational system. These records should logically be regarded as precursors to our contemporary efforts in the area of comparative education. True, these early records do not conform to any models of research and in fact they exhibit their biases because of their ignorance of the tools of research, which themselves are a much later development. Therefore, we can neither disown these forebears of comparative education nor condemn their methodology. There is urgent need to conduct a proper research study for compiling and indexing all these records. Some university departments of education should come forward for awarding scholarships in this area under their Ph. D. scheme. In India, particularly, the range of these travellers' records is very wide and the time span spreads over twenty centuries. This might consume the efforts of

several Ph.D. scholars in this country. We can notice that such efforts are already under way. In the U.S.A., Brickman (1967) has done a pioneering work in this regard. What is now being regarded as 'sociology of literature' can also be a fruitful area for research in the field of comparative education.

There is a series of publication undertaken by the University of Michigan entitled Indian Education Series having been brought out by Asia Publishing House. The first of its series is "Secondary School Teacher Education in Transition", by Lipkin (1970). The American scholars working for their Ph.D. degree researched on Indian topics and these are now available in several volumes. However, the problem of American educationists studying Indian systems has been their sense of wonder and surprise at everything we are doing.

In the Survey on Current Trends in Comparative Education (UNESCO, 1971) by Tetsuya Kobayashi only two Indian names appear; one is Dr. Anand Malik of the University of Tennessee and the other Darrell Dubey of the Stanford International Development Education Centre. There is also a reference available of a book edited by Brian Holmes (*Educational Policy in Mission Schools*, RKP, London, 1970) which contains two chapters on India.

At the national level several study teams went abroad and reported their findings. Under this category Raja Roy Singh's report *Education in the Soviet Union* (1962) and K. L. Srimali's *Report on Rural Institutes in Denmark* (1954) are quite well-known. Recent efforts to pattern agriculture universities on the Land-Grant Colleges of the United States and the interest India has shown in the GDR's work-experience scheme are the direct results of educational borrowings from abroad. The co-operation of Columbia Team in the founding of the National Council of Educational Research and Training (NCERT) is also a part of India's

borrowing from the U.S.A. The UGC in India is completely patterned on the University Grants Committee in U.K. Besides, the Indian Institutes of Technology and numerous other areas and institutions in medical sciences, technology, space research, etc., should be seen against the background of international education also known as comparative education. Instead of declining, the movement in this direction is on increase. For example, the Education Commission (1964-66) in the body of its text quotes a Russian publication on polytechnic education and thereby draws upon it to get ideas for India's efforts to introduce vocationalisation in education and the work-experience scheme. This, however, is not a solitary instance. Our entire examination reform movement has foreign origins.

We can come across a few publications either in book form or in the shape of informed articles as the work of Indians who go abroad under the Associateship Course of the Institute of Education, London and several other similar grants from U.S.A. and elsewhere. Indians take benefit from their stay and write about their experiences abroad in Indian journals and magazines. This literature is vast and of a varied nature. No effort has been made to classify it and make it available to an ordinary scholar in this field.

Similarly, there are stray publications about the Indian system of education abroad. The U.S.A. has taken the lead by making available to their own universities information about the obtaining standards and courses of study in Indian universities. Articles about our system appear in the *International Yearbook of Education* (Evans Bros.), a joint effort of the Institute of Education, London and Columbia University teams, and the journals published in England and the U.S.A. Apart from the English speaking world there are numerous countries that are taking interest in the Indian educational experiments. For example, the Philippines has shown tremendous interest in the three language formula and education of the minority communities in India.

For quite well-known reasons it has been suggested that Indian scholars should show more interest in the educational systems of 'the third world'. Apparently, no systematic effort has been made in this direction. Indian educationists, however, continue to hold the west as their model. Indian collaboration with the UNESCO schemes is also not free from the bias towards the west. What we regard as international achievements in different subject areas is heavily tilted towards the western models. Indian techniques and tools are also poor adaptations of their counterparts commonly available to a western scholar.

Studies conducted by the NCERT were the first serious efforts in this area in India. A survey of the teaching of comparative education in the Indian universities was conducted (Ezekiel, 1968). This study revealed that with the sole exception of Bihar where comparative education is offered in a university at B.Ed. level also, it is an optional paper for M.Ed. in other universities of India. It was found after analysing the syllabus of M.Ed. courses in the country, that the teaching of comparative education is plainly descriptive and non-analytical. Having come across the obtaining state of affairs, a paper on Area of Research in Comparative Education (Singh 1970) was prepared and circulated to all universities to enable prospective scholars to feel interested in this area and conduct research at the Ph.D. level.

The only major study in comparative education was conducted by the NCERT, entitled *Pressures on Access to Secondary Education and the Choice of School Subjects* (1972). It is a study in which eight Indian university departments of education collaborated to undertake empirical research in India and these findings were then compared with the experience the Philippines, Ceylon and Nepal have at this level. Apart from the UNESCO, this was one major work done to help the Government of India formulate their policy in education and indicate national, and ladder and areawise trends.

The fact remains that the importance of comparative education from the Indian view point has yet to be realized. The government is not so far aware that scholars in this area could lend tremendous support to the policy making bodies in the country.

As already stated very little research has been carried out in this area. Apart from the work already mentioned, only six research studies have been reported. It is interesting to observe that when Indians go abroad, they normally attempt to undertake comparative studies. A glance through the Blackwell series would uphold this view. In the case of Institute of Education, University of London, this is even more so. Particularly because the Institute offers an associateship (part-study part-travel grant), there is a tendency to put impressions of the British and Indian educational systems together and make vague generalizations. Some would not like to call these works serious comparative studies. However, the case of students at the M.A. and Ph.D. levels is quite different. Here again the results can be vitiated if the concerned scholar has a job in England in view. To please his tutor he may make quite unnecessary though flattering observations on the English system.

Coming back to the six studies under review, we notice that one study by Shah (1974) is on teacher education in U.K. and U.S.A. as compared to India. Though the scholar claims to be making an investigation into the typical problems of teacher education that beset these systems, he has in fact merely reported what is already available in the textbooks. For example, one of the major findings is that whereas teaching was a profession in the U.S.A. and U.K. it was not so in India. Based on secondary sources a study of this type cannot make any advancement either in the techniques of research or in findings.

Similar observations should hold good for Patel's (1974) study on the role of the government in the organisation and administration of secondary education in Britain, U.S.A. and India. The third study is by Panchal (1973) on elementary education, its organization and administration in England, U.S.S.R. and U.S.A.

A refreshing change is to be noticed in the work of Coonjan (1973). The thesis is entitled, 'The Pattern of Education of Mauritius as compared to that of India'. The title of the work is self-explanatory. Still the information provided is revealing. One could notice that if the two countries move into the present times with different historical backgrounds, the results are bound to be strikingly different. Besides the immensely different sizes of the two countries, the growth

of education in both these countries is quite different. For instance, the University of Mauritius came into existence only in 1968!

The advantage Coonjan (1973) has over the three Indian research scholars lies in his intimate and first hand knowledge of the two systems. This advantage is to be witnessed in the case of Chilana (1973) as well. He has compared the inservice programmes of elementary teachers in India and the Philippines. From the Indian view point this study has the greatest relevance and usefulness. Not only is the frame of reference Indian, but the study itself has its practical and other benefits for us. Philippines, a former American occupied country, should be of interest to us, an ex-colony of England. In fact, proper comparisons are possible in these cases alone where the material is comparable.

The last study is a Ph.D. work under the discipline of sociology. This is one thesis which could have easily been submitted for a Ph.D. in education. Farjad (1973) has made a comparative study of student behaviour in Aligarh Muslim University and Tehran University. This study revealed the common points of interest between the students of two universities. Strikingly enough, the students do not differ very much, be they Indian or Persian.

ABSTRACTS : 163-173

163. CHILANA, M. R., *A Comparative Study of the Programmes of In-service Education of Elementary School Teachers in India and the Philippines, Ph.D. Edu., SPU, 1973.*

The study aimed at comparing the inservice education programmes for elementary school teachers in India and the Philippines with special reference to their organisation, and operational procedures at the level of institutions imparting the programmes.

The study was conducted on fifteen State Institutes of Education in India and twentyone Regional Inservice Education Centres of Philippines. This was mainly a descriptive survey type of study. In all, four tools were used for data collection. These were a proforma, a questionnaire, document analysis and interviews.

The major findings were as follows : (i) Inservice education of teachers in India was given its significant place right from the ancient period; even in the modern period, important references were made in the educational reports at the end of the nineteenth century. In the Philippines similar realisation emerged in the twentieth century. (ii) The Extension Services Centres in India and Regional Inservice Education Centres in the Philippines were the major institutions for providing noncredit courses to elementary teachers. The Extension Services Centres in India were placed in the training colleges, except one centre in each of the fifteen State Institutes of Education, while the responsibilities of the Regional Inservice Education Centres in the Philippines remained mainly with the supervisory staff. (iii) The organisation of inservice education programmes was more centralised in the Philippines than in India. The objectives of the course, content and procedures were fixed and controlled by the central agency in the Philippines. In India, the centres had a suggestive role only and more freedom was given to the institutions in their programmes.

*164. CHOKSI, M. M., *Comparative Study of the Programmes of Elementary Teacher Education in the State of Gujarat and Philippines, Ph.D. Edu., MSU, 1976.*

The major objectives of the study were : (i) to study the educational structure and the system and teacher education in Gujarat State and the Philippines; (ii) to trace the historical development of teacher education programme for primary school teachers in both the lands; (iii) to examine the effectiveness of the procedures followed by both the lands to select candidates

for teacher training in the primary teachers' colleges; and (iv) to identify the strengths and weaknesses in the physical plants, equipment, staffing, etc., of teachers' training institutions in both the lands.

The data for the research were drawn principally from five sources, viz., (a) official documents such as national and state educational surveys, prescribed curricula, policy, etc., (b) research studies, (c) field-visits and observations, (d) interviews, and (e) general published literature on teacher education in India and the Philippines.

The study discovered that a richer cultural background, liberal social fabric, highlighted political consciousness and developing economy as well as educational traditions and practices left by the previous colonial powers leave a strong impress on the educational system. It was found that the Philippines elementary teacher education programme was better in (a) college plant, (b) staffing the teachers' colleges, (c) duration of training, (d) methods of teaching, (e) methods of evaluation and grading, (f) on-campus and off-campus student teaching, (g) leadership behaviour of heads of teachers' colleges, (h) organisational climate of teachers' colleges, (i) staff morale, (j) research output of the teacher educators, and (k) inservice teacher education. The Gujarat programme of teacher training excelled in (a) formulation of teacher training objectives, (b) better articulation of programmes of work-experience, craft-work and community living, (c) class size and enrolment, (d) staff-student closer contact, (e) personality development, (f) character building, and (g) preparing the trainees for a rural community development worker and social change agent.

165. COONJAN, K., *The Pattern of Education of Mauritius as compared to that of India, Ph.D. Edu., Bom. U., 1973.*

The objectives of the study were : (i) to make a study of educational system in Mauritius in comparison to Indian educational set up; (ii) to study higher education in Mauritius; (iii) to study the administrative aspect; and (iv) to redefine the aims of Mauritian education with relevance to its future needs.

A comparative approach has been used where the sources of data have mainly been the educational records of Mauritius and India. A questionnaire on the future educational pattern of Mauritius was prepared. This questionnaire was administered to eighty-five secondary and 155 primary schools of Mauritius. Only 140 questionnaires were returned.

The study provided the historical background of education in India as well as Mauritius, and an appraisal of existing pattern of education in Mauritius. Following the description of variety of educational patterns in different states of India, the study revealed that the prevailing pattern of education in Mauritius comprised seven years of primary education followed by five years of secondary education and two years of higher secondary education, or by a seven year technical education. The higher secondary education was followed by three year university education leading to a diploma. However, the proposed model envisaged three years of foundation education followed by eight years of general education at junior stage and four years at senior stage. The university education or inservice training for three years would start after this senior stage. Professional education also should start simultaneously after the junior stage of general education. The university education in Mauritius started only in 1968. In 1968-69, there were only 869 students enrolled in the school of agriculture, school of administration and school of industrial technology. The number of participants in seminars and school term courses was 428. The university administration was carried out under the authority of provisional council by the academic board or the provisional senate, the boards of schools of agriculture, administration and industrial technology, student affairs committee, etc. An alternative form was proposed in the thesis and in the new structure great emphasis was placed on the starting of a department of education. Regarding the aims of education, the author accepted the line of the Education Commission (1964-66) of India where education was visualised to be related to productivity, strengthening social and national integration, hastening the process of modernisation and striving to build character by cultivating social, moral and spiritual values.

166. FARJAD, M. H., *A Comparative Sociological Study of Students Behaviour in Aligarh Muslim University and Tehran University, Ph.D. Soc., AMU, 1973.*

The main purpose of the study was to find out the reasons of and the factors contributing to the students' movements in the faculty of law, faculty of engineering and polytechnic of Aligarh Muslim University and Tehran University.

The sample for the present study was drawn from Aligarh Muslim University and Tehran University. In all 900 students were selected from Aligarh Muslim University and 1400 students from Tehran University. Tools employed for the study were: (i)

questionnaire; (ii) interview; and (iii) observation.

The main findings of the study were: (i) young people, particularly students, were interested in the membership of different organisations because while entering into the university life, they left their families and friends and stepped into a new environment; they felt distressed and inconvenient to some extent; consequently, their adaptation and adjustment to new environment was less than what they expected; they often felt lonely; in order to get rid of this loneliness, they started taking part in political activities; (ii) many students acquired some incorrect information from their teachers who did not perfectly recognise the social and economic problems of students; as the students lacked adequate knowledge about them, their social, economic and political difficulties were expressed in the form of abnormal behaviour or strikes; (iii) the other factors that instigated students towards revolt and indiscipline were the practices of discrimination in educational and administrative systems; the prevalent discriminative practices not only discouraged the educated but they had unfavourable and negative effects on them; consequently, the students became pessimistic towards society in which they were to enter; such incidents occurred most among technical students and the students of law; (iv) it was observed that a subject was taught in a class without any change for many years; so, it led to monotony; the student was interested in change and transition from the present to the new circumstances; in the absence of such an environment, he felt a victim to provocations; and (v) law students knew more about human society and laws; therefore, they were more open to student movements on the questions of injustice and partiality.

*167. MAMMOOTIL, S. J., *A Comparative Study of Secondary Education in India and England, Ph.D. Edu., Pat. U., 1977.*

The objectives of the study were: (i) to make a comparative study of the pattern of educational administration, finance, systems of curriculum and examinations in England and India, in the background of their respective historical developments; and (ii) to derive some conclusions from the study and to suggest certain reforms in our educational system, especially in Bihar.

The methodology adopted was the historical descriptive approach. After a brief analysis of the systems of education in England and in India, the following conclusions were drawn with respect to the Indian system of education. (i) A number of deficiencies existed at all levels of administrative machinery from the centre to block level, though not in equal

measure, like (a) inability to attract the most talented and qualified individuals into the cadre, and (b) petty politics and intrigues which influenced the administrative machinery. (ii) In general, the educational administrative system in India was (a) outmoded, (b) not streamlined, (c) rigid and authoritarian, (d) taken as synonym to transfer, finances, grant-in-aid, statistics, appointments, etc., (e) without training to the officials in modern techniques of educational administration and school management, (f) beaucroatic, and (g) with a tendency towards centralisation. (iii) Administrators were not having the freedom to make use of their creativity and initiative. (iv) Local community was not involved in the administration. The study has made suggestions with respect to the administration, finance, curriculum, and examination in the Indian educational system.

168. PANCHAL, M. R., *Comparative Study of the Organization and Administration of Elementary Education in England, the USA, the USSR and India, Ph.D. Edu., SPU, 1973.*

The major objectives of the study were: (i) to analyse various factors that influenced the evolution of the present elementary education system in England, the USA and the USSR in the context of their local situations and varied forces; and (ii) to draw a comparative picture of different view points, practices, problems, attainments, situations, expenditures and failures pertaining to elementary education in these countries for the consideration of India in her attempts to re-organise elementary education.

Methodologically, this study was a descriptive analysis of the existing system of elementary education. Besides its historical character, in comparative aspect the study adopted the Kandelian approach. The major tools of research were the document analysis and interview with the individuals who had studied elementary education in the above mentioned countries.

The study revealed that (i) in India, Britain and the USSR there was a central ministry of education as these countries had accepted education as a responsibility of the federal government although to varied degrees, but in the USA there was no central ministry of education; (ii) in all the four countries there were state departments which delegated power to the responsible education officers to administer educational programmes; (iii) the local authorities were largely responsible for elementary education in all the four countries; (iv) in the USSR the centralization of administration was greater as against decentralization in the other three countries under study; (v) unlike the

USSR the state administrative machinery functioned on its own in India, rather it was a blending of decentralization prevalent in the USA and centralization of the USSR with a three tier system, viz., central, state, and local authorities, supporting the blending.

169. PATEL, A. V., *A Comparative Study of the Role of the Government in the Organization and Administration of Secondary Education in Britain, USA and India, Ph.D. Edu., SPU, 1974.*

The major objectives of this investigation were: (i) to study and compare the secondary education system in Britain, USA and India; and (ii) to study the typical problems in secondary education of the countries under study and the means to solve them.

The study was of a historical type. Data were collected by analysing documents and literature, and interviewing people who had direct experience of the education systems in Britain and USA.

The study revealed that (i) in India and Britain, the responsibility of education was accepted by the federal governments; but in India the states shouldered the responsibility of financing and implementing policy decisions on education; in USA the constitution did not allow a federal ministry of education; (ii) in all the three countries, there were state departments of education which delegated powers to the education officers to administer programmes and policies pertaining to education; (iii) the local administrative units were called differently in these three different countries — in Britain they were called local educational authorities, in USA they were called school district authorities and in India the district and local education committees served the purpose; and (iv) for purposes of supervision there were Her Majesty's Inspectors in Britain, local supervisors and district superintendents in USA and district educational officers or district inspectors of schools in India.

*170. PATEL, I. U., *A Comparative Study of the Patterns of University Education in UK, USA, and USSR with special reference to the University Education in India, Ph.D. Edu., SPU, 1975.*

The objectives of the study were: (i) to study, understand and describe the existing university education in UK, USA, USSR and India with special reference to the structure and organisation, philosophy and the patterns of curriculum, and the assessment of university education; (ii) to bring out the significant features of the different patterns of higher education

in the countries under study; and (iii) to study and compare the typical problems of university education in the countries abroad with those of India and seek adequate cues for bettering content, organisation and such other aspects of university education of this country.

The present comparative historical study is a piece of library research. Data were collected through primary and secondary sources. Some of the main observations were as follows: (a) UK has a long tradition of education. The university administration in UK is a self governing business, the relation with the government being maintained through the UGC. The British universities have various courses of studies and the evaluation system in the field of higher education mainly includes written test, internal work and viva voce. Open university is an innovative experiment there. The Indian UGC is modelled after the corresponding British organisation, and India is also trying to implement the idea of open university. As regards the federal, residential and teaching universities, it seems that India has adopted more of the European models. (b) The American universities are geared to achieving the goal of highest academic standard of research, teaching and service. Financially the American institutes of higher learning are fairly well placed compared with the Indian counterparts. The load of tuition fee is rather quite high in India than most of the western countries. The universities in USA are mostly of unitary and teaching type, whereas the bulk of Indian universities are of affiliating and teaching type. Constitutionally education is a state responsibility both in USA and India, but the American universities enjoy greater autonomy than the Indian universities. Otherwise, the administrative structure of the universities in both the countries are of comparable similar patterns. (c) Due to difference of ideology and social pattern, the system of education in general and higher education in particular in USSR differ from that of India. Education in USSR is a central responsibility and is thoroughly controlled by the central government, while in case of India it is a matter of partnership between the state and the central authorities in the field of higher education. In USSR there are no fees from students. The Soviet examination system is predominantly based on a year round regular internal assessment. As regards the admission policy and curriculum for higher education in USSR, one might say that it is determined by the state economic plan. Russian students of higher learning are free from financial worries as most of them get scholarships. The Indian government also provides UGC scholarships, national scholarships and

scholarships for economically backward students; but the amount and the number of scholarships do not seem to be adequate enough to attract the bright and scholarly students for higher education.

*171. PHODHIPRACHA, P. M. C., *A Comparative Study of Teacher Education in the State of Gujarat in India and that in Thailand with special reference to its Organisation and Administration*, Ph.D. Edu., MSU, 1976.

The study aimed at comparing (i) organisation, administration and finance of teacher education programmes, (ii) curriculum of secondary teacher education programmes, (iii) teacher training institutions with respect to their nature, admission, management and physical facilities, and (iv) perception of student-teachers towards various dimensions of teacher education programmes, in Gujarat and Thailand. In addition to this, perceptions of various sub-groups of student-teachers towards teacher education programme were also studied.

The study used descriptive survey method. The data were collected from printed materials and through questionnaire and opinionnaire from twentyseven teacher training institutions in Gujarat and sixteen teacher training institutions in Thailand. The administrators of all these institutions, 814 student-teachers from Gujarat and 480 student-teachers from Thailand formed the sample for the present study. Descriptive statistics like percentages, means and standard deviations were worked out for various dimensions of teacher education programmes. The t test was employed to find out the significance of difference between mean scores of the different sub-groups of the student-teachers of Thailand on various dimensions of teacher education programme.

The study revealed the following: (i) Duration of the course in Gujarat was one year, while in Thailand it was four years. (ii) Objectives and aims of the two programmes did not differ. (iii) Colleges in Gujarat were privately aided, whereas in Thailand they were run by the government. (iv) Admissions were done by individual institutions in Gujarat, while at Thailand they were through a common examination conducted by the Higher Education Entrance Examination Centre. (v) The structure of universities in both the places was similar, but the procedure for the appointment of staff was different. (vi) Institutions in Gujarat faced financial problems while those in Thailand did not. (vii) Major expenditure in both the places was the salary of the staff. (viii) In Gujarat, the programme consisted of theory and practice,

whereas in Thailand it was general education, professional education and areas of specialisation. (ix) In Gujarat both the systems of marking and grading prevailed, whereas in Thailand it was only grading. (x) The opinions of student-teachers of Gujarat and Thailand regarding the courses, rigidity of curriculum, lesson planning, etc., did not differ. (xi) Male and female students of Thailand differed on the observation and evaluation aspects of teacher education.

172. *SHAH, B. A., A Comparative Study of the Teacher Education Programme (for Secondary Teachers) in UK and USA with special reference to India, Ph.D. Edu., SPU, 1974.*

The major objectives were : (i) to study, understand and describe the existing teacher education programmes of UK, USA and India with reference to their structure and organisation, the pattern of curriculum and assessment, student teaching, and inservice programmes; (ii) to bring out the most significant features of the different patterns of teacher education programmes in other countries; and (iii) to study and compare the typical problems in teacher education programme in other countries with those of ours, and seek adequate cues to change the ideals, contents, methods, organisation, etc., in the teacher education programme of this country.

In this historical research the secondary sources like books, journals, reports, etc., were used for data collection. Correspondence with some people in UK and USA was sought to collect relevant information. The relevant and classified data on teacher education in these three countries were compared to arrive at certain conclusions.

The major findings of the study were : (i) teaching was considered as a profession in UK and USA (but not in India) resulting into initial training in UK and preservice teacher education in USA; (ii) the academic freedom of the colleges in UK was limited to the degree of implementation of the programme; in USA the state department of education fixed the certificate requirements and the teachers' colleges were free to work out the details of the programme; but in India the university prescribed the requirements which were obligatory to be observed by colleges of education; (iii) the expenditure was shared by the department of education and science, local education authorities and the local bodies in UK; in USA it was shared by the federal government, state government and local bodies; while in India it was shared by the state governments, private endowments, fees and management; (iv) practices of internal and external assess-

ments were present in UK and India, while in USA the internal assessment was done twice at the end of the study and after joining the profession; and (v) the number of lessons to be given by a student teacher was fixed only in India; in USA the professional laboratory experience was given to the students only in the third and fourth years of the basic programme.

*173. *SHARMA, S., American Influence on Indian Education After Independence, Ph.D. Edu., Kur. U., 1978.*

The study aimed at investigating the political aspects of United States foreign policy and its implications for India and its education. The main objective was to examine the influence of United States in terms of educational objectives, practices, trends and institutional establishment in the areas of Indian higher education, secondary education and teacher education during the period 1947-1972.

The study was a research in comparative education. Bereday's four stages of comparative analysis were utilised.

The conclusions of the study were presented in a descriptive manner. United States foreign policy had political overtones to win over India either by aligning it through military alliances or by other diplomatic methods. India did not join any military alliance. The political affinity in the field of democratic form of government kept India in the area of U.S. influence. The objectives which were not achieved through political and economic channels were tried to be realised through cultural channels of U.S. foreign policy.

American involvement in Indian education started through the missionaries well before the American government began taking interest in Indian Education. The U.S. education aid programmes followed the U.S. military aid programmes. The U.S. help touched every sector of Indian education and was in the form of capital assistance, technical assistance and institution building.

Democratic traditions, the basic foundations of American higher education, influenced the Indian higher education in a big way, like, professionalisation of university education courses, inclusion of subjects like business management, industrial administration, journalism and home economics, the retention of English as a medium of instruction at the university level, curriculum reform and examination reform programmes, and above all, the greater federal participation in the development of higher education in India.

The new organisation pattern of secondary education in post independence India was influenced by American examples. The diversification of courses and inclusion of subjects like agriculture and technical subjects had an American bias in it. Curriculum reform and improvements in methods of teaching were initiated with the help of American assistance and technical know-how.

Since many Indian teachers received training in USA and on return worked as leaders, teacher education programmes were influenced. USA gave help to start four Regional Colleges of Education for training

teachers of multipurpose schools and helped in the development of NIE, which conducts research in secondary education. Other features of U.S. teacher education, like curriculum reforms and research traditions, were found to be influencing Indian thinking and practices in the field of teacher education. American practices of improving practice teaching and in depth subject training were also found to be catching the attention of teacher education planners. Another important contribution was the introduction of extension work in teacher training colleges and inservice training programme for teachers.
