

## The Impact of Reforms on the Russian Education System

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### Abstract:

*On the 26<sup>th</sup> of December 1991, when the Russian Federation was born on the ruins of the Soviet Union, it has to face many challenges ahead as it adopted capitalism in place of communism, such as the challenge to prepare future citizens who are fully suited for the new system of capitalism and democracy. Months later it brought the famous comprehensive law on education, in 1992, as education is the base stone to prepare future citizens. The policies of privatisation, globalisation, democratisation and decentralisation reflected in its educational policies. For the first time there was provision under article 11 for private and non-government educational institutions. The allowing ownership of private institutes for foreign nationals under article 11(1) of chapter (2) was the initiation of globalisation and Russia's joining of Bologna declaration in September 2003, was the clear impact of globalisation on its education system. Under this law, responsibility for general education and school finance was entrusted to regional (oblast) and local (rayon) authorities which was a big milestone towards the decentralisation of education - Chapter IV article 41(4). The citizenship education and the pluralistic approach paved the way for democratisation of education. The profile of education in the preparatory stage (grade 9) and in the profile teaching stage (grade 10 and 11) upper level of secondary education was introduced in 2003 to prepare the workforce according to the demand of the market, which become mandatory by 2007.*

**Key words:** Oblast<sup>1</sup>, Rayon<sup>2</sup>, Charter School, Friskolar, Core Knowledge, Profile Education<sup>3</sup>, Unified State Examination, Licensing, Attestation and Accreditation.

Since 1991 Russia has ushered in a new era after more than seven decades of the communist regime of Soviet Union that came to an end. After a long debate during perestroika the leaders and reformers of the Soviet Union decided in favor of democracy within communism, a system of decentralization in place of strong centralization, a system of demand economy along with a planned economy.

The collapse of the Soviet Union set in motion the process of transition to a purely market based economy and a system of decentralized, democratic and autonomous institutions in place of centrally controlled educational institutions. In accordance with the general policy of allowing private business to function, private educational establishments were not only allowed but widely propagated and promoted.

We cannot say that the Soviet education system was not good or there was some serious drawback inherent in the Soviet system due to which the government was bound to bring the change; rather we can say that the earlier situation in the Soviet Union was different than what exists today. Since 1991, many significant decisions regarding educational development were taken either by passing Laws in the Duma or by presidential Ordinances or decrees and the process is still on. Since the education system has a great role in preparing the future citizens of a country, the Russian authorities tried their

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1. An oblast is a type of administrative division in certain Slavic countries, including some countries of the former Soviet Union like Russia, Belarus, Ukrain, Kazakhstan.

2. Subdivision of "oblast" is called "Raion" which is translated as "region" or "district", in English depending on the context.

3. Profiles are actually a group of subjects which provide special efficiency in the world of work in a particular field and it is mainly career oriented. This model is implemented in all Russian schools in the preparatory stage (grade 9) and in the profile stages (grade 10 and 11)

best to improve the same, to produce a citizen who is fully aware about the democratic rights, duties and the market economy. Since the current socio-economic system is based on capitalism and democracy in contrast to communist system, the interests of government also differ considerably.

All governments want to establish that type of educational system in the country which best suits their political interest. In a newly established democratic country like Russia, a serious need arose for its development and consolidation which was, in the widely held opinion in Russia at that time, best possible through the democratization of the education system. This would be effectively done through favorable education system through teaching, textbooks and other literatures as some educationist like Robert Dahl and Ball opined. Krouse supported the political education of the masses and for a successful democracy, he adds “moral and rational education is a must instead supporting elite consensus with mass passivity” (Krouse 1982). To enhance these values from the beginning of the schooling it was necessary to inculcate these values through the content of the courses.

Dahl's method of maximisation stems out three meaningful things from the populist theory a) popular sovereignty, b) political equality and c) majority rule. Ball (2008) emphasised on the pressure of globalisation in the educational policies passed by the various democratic governments in the world which he prefers to call as a 'global education policy'. He opined that school based management, information and accountability system, parental choice, and the elements of privatisation are now being exported throughout the globe by English education business and policy entrepreneurs. He further adds that the English business policy is also influenced by US charter school<sup>4</sup>, Core Knowledge<sup>5</sup>, and

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4. In U.S.A. Charter Schools are schools which receive public funding but operates independently.

5. The Core Knowledge Foundation is an independent, non-profit, non-partisan educational foundation founded in 1986 in Virginia by E.D. Hirsch,

Swedish Independent schools<sup>6</sup>. The Friskolar (independent school) system in Sweden has become so popular and successful that this model has been put forward for a solution in both UK and USA for educational quality and excellence. In the words of Karin Svanborg Sjovall “Sweden proves that private profit improves services and influences policy” (*The Guardian* February 5, 2013). Even education unions and labour unions supported the programme of Friskolar. The foundation stones were already laid down even before the birth of Russian Federation during the period of debate under Perestroika where people from every walk of life were in favour of reform in every field, including education.

To achieve the end of democracy, the Law of the Russian Federation No. 3266-1 which is generally called “The Law on Education 1992” was passed in the Duma on July 10, 1992. This law is a very comprehensive document which includes the elements of democracy, privatisation, globalisation, decentralisation, capitalism as well as pluralism of thought in the education system. In Chapter 2 of the law on education it is said that the founder of an educational establishment could be any citizen of the Russian federation as well as foreign citizens. Besides, the combined establishment of non-government educational institutions shall be allowed (article 11, clause 5). Article 12 clause (3) states that Educational institutions can be governmental ones (federal ones or those within the scope of jurisdiction of a subject of the Russian Federation), municipal ones or non-governmental ones (private ones, institutions of public and religious organisations (associations).

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Jr. and now expanded throughout the world. The Foundation is dedicated to excellence and fairness in early education. This educational reform movement advocates that for academic excellence early education curriculum should be solid, specific, shared, and sequenced. The core knowledge curriculum begins in preschool and continues till eighth grade.

6. Before 1992 there were a handful of private schools in Sweden. The 1992 educational reform allowed privately run schools to receive public funding (skolpeng) from the local municipality based on the number of pupils they enrolled what public schools receives. These are called Friskolor and in 2008 their number was 900 in Sweden.

Article 13, clause 6 (d) of the same chapter empower educational establishments to exercise business and other profit-making activities for the benefit of the institution which was not allowed during the Soviet period. Chapter 6 of the law clearly exhibits the effect of globalisation and decentralisation in the new legislation as article 57 clause 2 states that Organs of education administration, educational establishments have the right to establish direct ties with foreign enterprises, establishments or organizations. It shows the delegation of the central power to educational establishments.

Article 50, clause (2) provides the rights to the citizens of the Russian Federation to choose the educational establishments and the form in which the education is provided. Earlier there was no such opportunity to choose the educational establishments during the Soviet period.

To support capitalism and market economy later the concept of 'Profile education' was implemented. Through Order No. 334 of 9<sup>th</sup> June 2003 of the Ministry of Education and Science of the Russian Federation, the system of Profile Education has been implemented in the last two years of upper secondary classes (grades 10 and 11) in general schools. Profiles are actually a group of subjects which provide special efficiency in the world of work in a particular field and it is mainly career oriented. This model was implemented in all Russian schools in the preparatory stage (grade 9) and in the profile stages (grade 10 and 11). In the preparatory stage of grade 9, students prepare themselves to correctly choose the profiles for grade 10 and 11. During this period students can explore different profiles. Students study a single subject at a time intensively for two to three months and sometimes for one semester. Generally the duration of a subject can vary from 12 to 100 hours. The complete model of profile education was implemented in the entire Russian Federation by 2007. The objective of the government behind Profile Education is to prepare a workforce which is specialised in a particular vocation/profession or a field having a great demand in market.

Humanities	Russian Language, Literature and Arts
Social Sciences	Foreign Language, Russian History, World History, Law, Economic and Social Geography, Political Science and Economics
Natural Sciences	Biology, Physics, Astronomy, Chemistry and Ecology
Mathematics	Algebra and Geometry
Physical Education	Various Sports
Labour	Home Economics, Sewing, Cooking, Metal Work and Carpentry

**Table 1: Core Subject Group in the Basic Curriculum in Schools of Russian Federation: Grade 1-11**

\*Source: United Nations Educational, Scientific and Cultural Organization, 2000.

Subjects	Compulsory and Elective Subjects	
	Basic Level	Profile
Russian Language*	70	210
Literature*	210	350
Foreign Language*	210	420
Mathematics*	280	420
History*	140	280
Physical Education*	140	280
Social Science*	70	210
Economics*	35	140
Law*	35	140
Geography	70	210
Physics*	140	350
Chemistry*	70	210
Biology	70	210
Informatics	70	280
Art	70	210
Technology	70	280
Civics	35	140
Sub total	Maximum: 2100	
Subjects set by Region	140	
Subjects set by Schools	Minimum: 280	
Grand Total	Up to 2520	

**Table 2: Total Credit of the Subjects of Profile**

\*Source: Nordic recognition Network, 2005.

Note: \*Non-variable (compulsory) subjects

The process of democratization has been implemented by providing civic education, change in the content of the books of the social studies, languages and history by removing the texts that emphasized the greatness of Lenin and Stalin and other heroes of the Soviet period from the pages of social studies and history and incorporating new elements of democracy, citizenship and patriotism and the constitution of Russian Federation from the beginning of the schooling.

Profile Name	Subject of Intensive Studies
Agricultural Science	Agriculture Technology, Agronomy, Biology, Cattle husbandry
Biology and Geography	Biology, Geography and mathematics
Chemistry	Chemistry and Mathematics
Chemistry and Biology	Biology, Chemistry and mathematics
Fine Arts	Art and Literature
Humanities	Civics, history, literature, Law and Russian Language
Industrial Science	Physics and Technology
Information Technology	Informatics and Mathematics
Mathematics	Informatics, Mathematics and Physics
Philology	Literature, Russian Language and two Foreign Language
Physical Education	Physical Education and Health/Life Skills
Physics and Chemistry	Physics, Chemistry and Mathematics
Social Sciences and Economics	Civics, Economics, Geography, law and Mathematics

**Table 3: Profile Name and Subject of Studies (2006)**

\*Source: Profile Education in Upper Secondary School. (Retrieved from [www.profile-edu.ru](http://www.profile-edu.ru))

These actions have changed the communist values to democratic values in students and the future citizens would strengthen and promote the interest of the present capitalist ruling elite and the government. The privatization would also help in the resolution of the problem of unemployment to some extent by providing a larger scope in various new types of jobs, to facilitate the functioning of the market economy and ultimately capitalism. As Gee and Lankshear opined, the educational institutions are now being expected to take on the qualities and characteristics of 'fast capitalism', which include

changes in organisational practice, methods, adoption of new social relationships, values and ethical principles (Gee and Lankshear 1995).

The patriotism towards Soviet Union has been replaced by the patriotism towards Russian Federation. This may cause emergence of aggressive nationalism, aggravating the ethnic relations in the country, reducing the relevance of collective values and increasing individualism in the country, which are the very basic elements of a capitalist country. As a consequence present students or the future citizens, may forget the achievements and sacrifices of their forefathers of the Soviet period.

Types of school in the Russian Federation	Focus of Study	% of all Schools in 2004	Stages of School Education Offered	Common in the Former USSR
General Secondary School	General	80	Primary, Lower Secondary and Upper Secondary	Yes
General School Offering Intensive Studies in Certain Subjects	Specific Field of Studies	15	Primary and /or Lower Secondary and/or Upper Secondary	Yes called spetsialnaia shkola (special school)
Gymnasium	Humanities	2	Primary and /or Lower Secondary and/or Upper Secondary	No
Lyceum	Scientific and technical subjects	3	Primary and /or Lower Secondary and/or Upper Secondary	No

**Table 4: Types of School in the Russian Federation and the former USSR**

\*Source: Nordic recognition Network, 2005.

Note: \*Very few general schools offer primary and lower secondary education only.

In Russia, the private sector is gradually increasing day by day particularly in the field of higher education. Though in school education only five percent of special schools (as of 2012 survey) like Gymnasium (2%) which focused on studies in humanities and Lyceum (Russian 'Litsey') (3%) which focused on teaching

in Scientific and technical subjects from primary to upper secondary schools in Russia, the number of enrolled students in these schools is 13% of the total number of school students in Russia. (MoE, Russian Federation 2012). Privatisation is more visible in the field of higher education as well as technical education where around 60% of the total higher education institutions are in the private sector. They are mostly institutions of management, tourism, business administration, or humanities.

Allyson Pollack supported the rise of private sector in the field of education. Pollack describes that the public sector is bad at management and that only the private sector is efficient and can manage the private sector well (Pollack 2004). But the Russian authorities are not in favour of full privatisation of the education sector as the control is still in the hand of government through the instrument of licensing, attestation and accreditation. Kelner opined that globalisation represents the triumph of economy over politics and culture (Kelner 2000). In other words he is trying to say that economics has a greater role behind the political decisions of state.

Boyles describes school as a site for consumer materialism (Boyles 2000) as day by day it is becoming like a consumer item for which you have to pay more to get better education. Hatcher (2000) makes a distinction between the form of privatisation which he named exogenous and endogenous privatisation. Where the former involves private companies entering education to take over directly responsibilities, services or programmes, the later refers to the change in the behaviour of public sector organisation themselves, where they act as though they were businesses, both in relation to clients and workers, and in dealings with other public sector organisations. In the Russian education system both types of privatisation took place and the process is still on.

Like other privatisation, the privatisation of education too has elements like competition among different providers

(institutions), producers (the owners and the management) and consumer behaviour (student interests), commercialisation (charging fees and other charges in lieu of service), commodification, values (fare deal), ethics (of business) and outcomes (the result) though these are not clearly visible like privatisation in other field. Here owners of the institutions also attempt to make profit though they openly not do it pretending they are doing it as a social service. Legalising the private ownership and profit making activities by Law speeds up the pace of privatisation in education. In Chapter IV, Article 47(1) of the Law on education 1992 it is clearly stated that “an educational establishment shall have the right to carry out entrepreneurial and other profit-making activities activity provided for by its Charter”.

From an administrative point of view, decentralisation was the major change in education sector which has been brought by the Russian Federal government. It was found that the central command and control system of the Soviet period was inefficient and unable to take quick decisions and manage efficiently. According to “the Law on Education 1992” the Federal government has delegated its educational administrative function to the regional governments, municipal bodies and the institutions and encouraged to solve the problem, if and when it arises, at the lower levels, as far as possible.

The administrative decision at the lower level is based on local needs, traditions and cultures and will also help to decrease corruption in the educational administration. It will also facilitate in taking quick decisions earlier, the decisions taken by the central government taking a long time to reach the ultimate beneficiaries (the students), passing through three or more administrative levels viz. the regional, the municipal and the institutional levels.

On the one hand, the government has provided some sort of autonomy to the educational establishments in the decision making process and financial matters to raise the

funds for the smooth functioning of the educational establishments; on the other hand, it also wants to strengthen its control over the government and private educational establishments by introducing new measures of control like licensing, certification and accreditation of the government and nongovernmental institutions. This will facilitate the smooth functioning of the educational establishments and prevent them from becoming autocratic.

This administrative reform also has some demerits. Overlapping the jurisdiction among regional, local and institutional levels leads to inefficiencies such as the multiplicity of textbooks. Different textbooks have been supplied by the regions, municipalities and by the institutions. This puts students at a loss about which textbook to use. Besides this, corruption was widespread in getting the licensing, certification and accreditation of an institute, particularly a private one. As a result, substandard institutions too are being accredited.

Moreover, the government too is very reluctant to issue these certificates as due to financial crunch the government has no option but let them allow to open and function. To some extent the Unified State Examination has curbed the corruption and bribery in admission process of higher education which has been implemented in 2001 for the justiciable evaluation of secondary school students and a standardised national entry examination to enter into higher education. Since its inception, it is continuously performing excellent tasks towards transparency and equity in the higher education admission process and in reducing corruption and bribery in this field.

The impact of these reforms is also visible in the changing of social values of the Russian people as the establishment of capitalism has led to an increased demand for higher education. This is evidenced from the data since 1991 as the number of students seeking higher education has increased almost threefold by 2013 (WDI 2013). Many Russian

educationists argue that the prestige of higher education in society has gone up immeasurably, and people believe that it is necessary today for the existence of a social prestige. They think that it is impossible to find a good job without proper higher education and, consequently in the conditions of capitalism, to earn more money to enhance social prestige.

The introduction of content based on local needs, geographical conditions and socio-cultural heritage is another important step towards decentralisation of education. This reform also has some demerits, as privatization leads to capitalism, which will increase inequality and exclusion of the financially weaker students. This exclusion will inevitably create a rift in society between rich and poor as an educational market runs only for the motive of profit and not for social welfare. Besides, incorporating religious content in the textbook can also lead to religious conservatism which can eventually disrupt the secular fabric of the society laid down during the seven decades of Soviet period.

One of the reasons of allowing privatisation in the field of education was the economic requirements of the country which have changed dramatically during the years of perestroika and afterwards. That's why in the very first document of the Russian Federation government "The Law on Education 1992" private educational establishments from the pre-school education to the higher education were allowed to open.

Earlier in the Soviet period the number of vacancies were created by a nationally planned economy on the basis of national requirement of the graduates and skilled manpower. Subsequently the list of demand circulated to the academies, institutions, universities, the head of the general secondary and vocational training schools and professional education institutions including medical and engineering colleges to take the students according to the prepared list based on the basis of national data. After the completion of the course the graduates are supposed to get employment in the particular job in which

they have completed their education or training.

Now the number of seats are decided by the institutions themselves according to the demand of market. Student's choice is based on future monetary gains in domestic and international skilled manpower market allowing for greater mobility of job. For making individual careers the market economy could prove to be a boon. Thus the economic reforms would satisfy the market demand both in terms of quality and structure, provision of high income specialization. To solve the financial problem of education, multi-channel financing has been introduced. Now a government educational establishment, beside a private one too, is allowed to levy tuition fees for its financial obligations. Besides tuition fees, government educational establishments can also receive private donations while a private educational establishments tries to get government grants besides levying tuition fees and receiving private donations. Thus the gap between private and government institutions in respect of financial resources is gradually decreasing.

Globalisation has also a great role in the creation of a global educational market. To compete in the global economy, Russia is now endeavouring for the global placement of its graduates. As Jessop (2002) argued "Educational policies for the past 25 years viz, since 1990's, are nothing but political response to the challenges and opportunities which arise from economic and extra economic tendencies of globalisation." Ball (1998) hold that globalisation is a heterogeneous process having economic, cultural and political dimensions which constitute the element of capital, goods, services, labour and ideas (policy ideas) which have a definite impact on education sector too.

Leys (2001) opined that in Western developed countries globalisation is a threat to traditional forms of production and accumulation and the opportunity of speeding the process of commodification. In the words of Barbules and Torres "to a large extent globalisation represents the triumph of the economy over politics and culture." (Barbules and Torres 2003).

The influence of these ideas were clearly visible when Russia signed the Bologna Declaration.

“Bologna Declaration” was the landmark development towards achieving this objective of globalisation which advocates for the global acceptance of the certificates of the diplomas and decrees throughout the Europe viz., the unification of the courses related to international placement and the certificates of diplomas and decrees.

One of the goals is to make academic degree and quality assurance standards more comparable throughout Europe. As a result many higher education institutions split the old five-year program of specialist (Специалист, Spetsialist) into the four-year bachelor’s (Бакалавр, Bakalavr) and the two-year master’s (Магистр, Magistr) programs. However this change is not compulsory and many departments and institutions are still following the five year specialist (Специалист, Spetsialist) programme.

To fulfil a global demand of graduates it was necessary to teach those courses which were currently in the demand of the global market. Courses like BBA (Bachelor of Business Administration), MBA (Master of Business Administration), Tourism and Guidance, Hotel Management, Computer and Information Technology, Accounting Education, Courses in Foreign Languages are in great demand in national and international market in which more and more graduates are seeking admission every year for better monetary gain. Besides this many joint Russian-European institutions in the courses like BBA, MBA and Computer and Information Technology have opened in Russia and in Europe which would be helpful for the international placement of skilled manpower, access to international skilled labor market and access to foreign funding in education.

The role of the state has changed and education has become a site of production and reproduction of knowledge economy. The demand for highly skilled, flexible workers in fields like ICT has increased alongside the massive growth in

employment in low paid, low skilled service jobs (Ball et al. 2000). This is a natural outcome of a market economy.

Besides these benefits, the reform has also some shortcomings. As the market exists only for profit motive, it makes education a purely commercial commodity neglecting the cause of social justice. The salaries and wages are also determined by the market, making the future of the less skilled manpower more hopeless. It is very obvious that a market is run for profit and not for social cause. The graduates are not produced according to the national demand rather according to the market and personal choice of the courses. Moreover the salaries provided in the market economy are not fixed rather they are based on individual capability. Obviously this situation would lead towards unemployment or temporary employment depending upon the current trend of the market and uncertainty of the employment when any skilled or semiskilled labour could be hired or fired at any stage of employment. The government institutions providing these courses are very few, insufficient to cater the market demand. Some of these courses were absent and some of them are very few like BBA or MBA and till now the government has no option except to allow the private sectors to expand in this field.

The problem of corruption and substandard institutions is also widespread in Russia, though steps have been taken to curb it. There is variance in the standard of private education establishments as some are giving excellent performance having every facility available to students while some others are lacking in many areas like lack of facilities in teaching materials, classroom, playground, hostel, library and faculties. This is mainly due to the lack of effective licensing and accreditation policy of the Russian Government. However new attestation and accreditation policy under the Law on Education 1992 and the law on Higher and Graduate Education 1996 curbed the growth of substandard institutions. Now the State (public) and non-state (private) institutions are subject to the same compliance criteria and processes. Only accredited

institutions may grant diplomas of the state format and only for their accredited programs. Licensing<sup>7</sup> and attestation<sup>8</sup> are prerequisites for accreditation<sup>9</sup>.

Due to financial crisis, on the one hand many permanent faculties of government educational establishments are teaching in more than one institution to increase their incomes, on the other hand private educational establishments are usually hire contract teachers. Both these activities would badly affect the teaching and the quality of output as the former will not give more attention and time for the students of his own institute, the latter are not fully experienced and efficient and also they cannot not teach earnestly knowing the fact that at any time their jobs will be terminated. Moreover, the private teachers are not paid during the time of vacations. Lacks of incentives in the government sector also affect the teaching and output.

The reform has brought an acceptance of pluralism of thought --freedom to propagate different theories which was not possible earlier in the Soviet period as only one school of thought, that is "Marxist", was allowed. The acceptance of pluralism of thought allows access to rich intellectual world heritage, the broader debate and fuller understanding of the problems and challenges facing the Russian education. Now we

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7. Licensing permits an institution to engage in educational activities in specified specializations and levels but not to grant diplomas of the state format unless they are accredited. An evaluation team considers whether the institution meets state norms with respect to educational facilities, equipment, teaching staff and teaching materials and qualification of teachers and non teaching staffs.

8. Attestation is based on a self-evaluation and an external examination by a central or regional agency. The confirmation of attestation is granted by the State Attestation Board that the institution complies with the State Education Standard for higher education in terms of the level and quality of its graduates and teachers as well as teaching.

9. Accreditation means permission to grant diplomas on the state format and to apply a state seal. It involves both institutional and program accreditation based on a self-evaluation and by peer review. The institution is evaluated against 12 criteria to determine whether the State Education Standard is met.

come across different schools of thought regarding the development of the education system and resolution of the problems facing it.

While educationists of one school of thought argue in favour of independence and autonomy of the educational establishments by saying that the governmental control, provisions and production have been proved to be inefficient and presently continue to exist purely for political and economic reasons. Stringent rules and extensive control mechanisms negatively influence the development of the institutions. Further this school also holds that the lack of individual incentives, i.e., job security (tenure) and low and non-competitive salaries in governmental sector lead to minimum personal effort for a good output or the quality in education. This school of educationists is in strong favour of privatization and marketisation of higher education. These reformers view marketisation of higher education as commercialization of teaching and research, the emergence and expansion of the private sector and introduction and cultivation of the entrepreneurial culture in education system. Further they hold that collective decision making is time and resource consuming, and therefore inefficient in the current socio-economic and political situation.

On the other hand some of the educationists opined that the free market model of education would undermine social and cultural responsibilities and the very end of social justice as it responds only to benefits and costs, based on the demand and supply of buyers and sellers and lack of social justice making education as a pure commercial commodity. This way it could badly hamper the social cause, increasing the rift between poor and rich as well as privileged and exploited in the society by selling enrolments and not the products viz the quality in education. Further they opine that the universities should act as a non-profit organizations, work for profiting the society as a whole and not for their own selves.

Some other thinkers opine that market orientation

makes education more responsive to public demand, more efficient, more adaptive and creative and shifts burden from society as a whole to parents and students who are the ultimate beneficiaries of education; the decision making power shifts from the faculty and the ministry to the student and the family and increases accountability and promotes cooperation and trust.

The opponents of privatisation argue that there should be some sort of governmental control over the private educational establishments as the government protects the vital national interests by its corrective policies and accountability as well as political interests. They further stated that the academic democracy is a slow and cumbersome decision structure. They also argue that academic democratic governance often becomes non-governance as sometimes the academic freedom is used to rationalise the inability to make hard decisions, take unpopular actions for the benefit of educational establishments and the student. This school of thought holds that the market forces limit academic democracy as their influence is equal to if not greater than that exercised by a totalitarian state. Moreover a faculty's freedom for research and teaching would become constrained by the demands of the market. The academic community would erode due to fragmentation, differentiation and competition of the market forces. They also hold a market-driven university is an institution where the consumer will be a king, and the university will be governed by marginal revenue equals marginal cost and the short-term orientation of the market in vocationalism and applied research, may compromise goals and values of liberal education and fundamental theoretical exploration.

### **Suggestions:**

Though the communist values do not suit a capitalist country, the achievements of the Soviet period should not be forgotten,

rather the best features of socialist education should be incorporated in the context of the textbooks and the government of the Russian Federation should implement those elements of the communist education system which were based on the welfare of the people.

The shortcomings and the drawbacks that have been mentioned seriously inhibit the establishment of an educational system based on principles of freedom, equity and social justice. In this sense these negative aspects do not allow to satisfy the requirements of a society that supposedly wants to build a new state founded on these principles. Keeping this in view some recommendations are made as a way of redressing these issues which may possibly have relevance for a future national educational policy of the country.

In the administration of the educational system, to prevent the overlapping jurisdiction of the educational administration, it is suggested that the jurisdiction of every level of educational administration should be exactly defined by the government decrees and circulars. Moreover, the problem of multiplicity of the textbooks should also be solved by clear instructions from the Federal and regional governments. The problem of corruption does not only exist in Russia rather it is a global problem. The corruption in the process of licensing, certification and accreditation should be checked by a constant monitoring service and the licenses of those institutes found substandard should be cancelled, whether they happen to be government or private educational establishments.

The inequality in society can be stopped by providing higher education even to poor students forcing their admission free of cost even in private sectors, or there should be some other effective provisions by the government for equal opportunity for all in higher education. An effective vigilance service can be set up to stop the corruption prevailing in the education system. Severe action should be taken against those students offering bribe to the teachers and professors to get good grades and also against those private education

establishments who are offering bribes to get government licensing and accreditation.

The religious education should not be allowed to propagate the religious fundamentalism rather it should be taught for the benefit of the society by incorporating good elements of all religions besides this the teaching of moral education should also be provided along with the religious education. To solve the existing socio-economic problems of Russian education system the Non Government Organizations should also come forward.

To resolve these problems it is suggested that there should be private-public mixed education sector complementary to each other. The government should also provide teaching of courses that are in great demand in the market like the BBA (Bachelor of Business Administration), MBA (Master of Business Administration), Tourism and Guidance, Hotel Management, Computer and Information Technology, Accounting Education and Courses in Foreign Languages.

This needs to be done in government institutions to prevent the students from paying exorbitant fees in private educational establishments. Thus both sectors should exist together and they should be complementary to each other. Besides these, facilities such as educational loans and other financial support should be made available to the students of weaker sections of the society. Salaries of the faculties for both teaching and non teaching staff should be attractive enough to attract good teaching and non teaching staffs. The number of permanent faculties should also be increased for better output.

The service of contract teachers should be made permanent to provide them social security. Moreover, in the government education sector too, good incentives should be provided to the faculty to produce better results in terms of student grades and research. The problem of substandard private educational establishments could be solved by making the system of licensing and accreditation more affective after proper investigation about the fulfilment of eligibility

conditions. Now after the establishment of democracy in the Russian Federation, different educational theories, world literature and outstanding works of foreign authors should be widely available at all levels of education, discussions and seminars as there is freedom to propagate.

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<http://www.oecd.org/edu/eag.htm>

Federal Agency on Education

[www.ed.gov.ru](http://www.ed.gov.ru)

Federal Service for Supervision in Education and Science

[www.obrnadzor.gov.ru](http://www.obrnadzor.gov.ru)

Federal State Research Institute of Information technologies and telecommunications

[www.informika.ru/text/index.html](http://www.informika.ru/text/index.html)

Ministry of Education and Science

[www.mon.gov.ru](http://www.mon.gov.ru)

National Accreditation Agency of Russia

[www.nica.ru](http://www.nica.ru)

Ministry of Education of the Russian Federation, National Information Centre on Academic Recognition and Mobility

[www.russianenic.ru/](http://www.russianenic.ru/)

[www.russianenic.ru/english/index.html](http://www.russianenic.ru/english/index.html)

Russian Rectors' Union

<http://rsr-online.ru/english/about.htm>

Profile Education in Upper Secondary School

[www.profile-edu.ru](http://www.profile-edu.ru)

The Unified State Exam Portal

[www.ege.ru/](http://www.ege.ru/)

World Education Services

[www.wes.org/](http://www.wes.org/)

World higher Education database

[www.unesco.org/iau/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html)