

## Perspectives In The Role of Education Towards The Development of Nation



## Management

KEYWORDS :

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### ABSTRACT

*Purpose: Education is a basic human right and considered by many as a key tool for national development. However, this tenet has been challenged by several economists, so Education is a vital tool in the developmental process of any given nation. In this article, a critical examination is made of various educational reforms that have to be undertaken under taken in India.*

*Description: The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the important achievements of human civilization, possessing a basic scientific outlook and commitment to the ideals of democracy, nationalism, pluralism, secularism and peace along as the cherished goals enshrined in the preamble to the Indian Constitution. The importance of education for the development of a country must not be underestimated because education is the tool which alone can inculcate national and cultural values and liberate people of false prejudice, ignorance and representations. The higher education could set its tone in our country through Radhakrishnan Commission and Kothari Commission recommendations in post-colonial India. Infact, higher education system in our country could strive to build Universities as places of culture and of learning open to all and above all, reinforcing the theme of learning throughout life. The University could participate in national development process through joining the debates with other stakeholders because of the laudable efforts of both the Commissions. In India, the specific objectives of higher education are: (a) To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret all knowledge and beliefs in the light of new things and discoveries, (b) to provide the right kind of work ethos, professional expertise and leadership in all walks of life, (c) to strive and promote quality and social justice,*

*Conclusions: The Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resources development and continuing education. In order to improve the social face of a country Education must be job-oriented. Education is a means to secure employment hence there is need to encourage and expand avenues for vocational training. Our percent education system is going a long way towards widening the gulf of disparity among the rich and poor students as also between students from rural and urban areas. In the future, there will be a larger say of the industry in the curriculum that schools teach. Several skill based learning modules will be introduced by colleges, making education a lot more relevant to the world*

### INTRODUCTION

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution.

The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the important achievements of human civilization, possessing a basic scientific outlook and commitment to the ideals of democracy, nationalism, pluralism, secularism and peace along as the cherished goals enshrined in the preamble to the Indian Constitution(1).

In 1947 while addressing the convocation of the Allahabad University, Late Jawaharlal Neheru, the first Prime Minister of India said-A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the Higher Education and Nation Building in India (On the Occasion of Birth Day of Dr. S.Radhakrishnan) search for truth. It stands for the onward march of the human race towards higher objectives. Universities are places of ideals and idealism. If the Universities discharge their duties adequately, then, it is well with the nation and the people.

Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, labour market patterns and general global environment, all require policy responses. Traditions, culture and faith all reflect upon the education system and at the same time are also affected by them. The element of continuity and change remains perpetual and it is up to the society to determine its pace and direction.

Just as a face is the mirror to the heart of a person, level of education reflects the status of a nation. Since independence India has marched much ahead in the field of science and technology. We are among the six nuclear powers of the world. In information technology we are second to none. We have our own satellites orbiting the earth launched from our own launching station and manufactured indigenously. We are self sufficient in food production and the position of balance of payments is more than satisfactory. But the social face of India is from satisfactory. In the two major segments of social face i.e. education and median age in India, we have not performed up to the mark and have thus adversely affected the social performance. Hence to reap the real fruits of growth and achievements of the country the issue of education shall have to be dealt with all seriousness.

We are living in an inquiring and innovation-oriented society. The demand of twenty first century is novelty, creativity, and integration of knowledge at global level, research, critical and analytical thoughts. Rapidly social changes are creating uncertainty and complexity in the society. To prepare the children and youth to cope with the present situation needs to develop

analytical and critical thinking, skill and attitude that would make them more flexible and innovative to deal with uncertainty and crises at national and global level.

**Importance of the Education**

The importance of education for the development of a country must not be underestimated because education is the tool which alone can inculcate national and cultural values and liberate people of false prejudice, ignorance and representations (Figure-1). Education provides them required knowledge, technique, skill and information and enables them to know their rights and duties towards their family, their society and towards their motherland at large. Education expands their vision and outlook, provokes the spirit of healthy competition and a desire to advance for the achievements of their consciousness regenerating truth, and thereby capability to fight ignorance, injustice, corruption, violence, disparity and communalism, the greatest hazards to the progress of the nation. Education is thus a means to stir up the consciousness of the people against injustice, violence and disparity, generally resulting in unrest and violence (2).

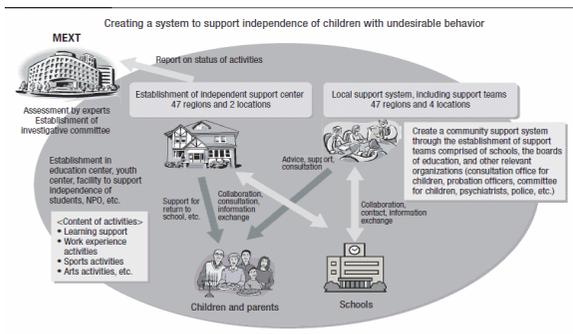


Figure-1: Programme to tackle the students of Education

**Historical Events in Development of Higher Education**

After Independence, the first Education Minister Maulana Abul Kalam Azad took steps to appoint a commission on university education under the chairmanship of Dr. S.Radhakrishnan to report on the Indian University education. In the report, the commission said-

“Democracy depends for its very life on a high standard of general, vocational and professional education. Dissemination of learning incessant search for new knowledge, unceasing effort to plumb the meaning of life, provision for professional education to satisfy the occupational needs of our society are the vital tasks of higher education”.

Even after sixty years of independence nearly 35 per cent of our total population lacks basic literacy. More than 50% of Indian children drop out of the schools at primary level, majority of the drop-outs coming from the population segment living below subsistence level. Hardly seven out of 100 youths in the age group of 17-23 years get an opportunity for higher education. Those potting for science are less than 20%, 7% go for engineering and technology while 3.3% are enrolled in Medical colleges, Number of students of basic science is decreasing and hence standard of research in the universities is on the wane (3).

It is evident that our government has failed to provide compulsory primary education to the masses. India shares 34% percent of the world’s illiterate population. Under the circumstances how can the nation reap the fruits of development?. During the year 2005-06 total expenditure by the centre and state governments was Rs. 9900 crores, hardly 2.8% of coun-

try’s GDP whereas Kothari Commission’s recommendation was the provision of at least 6% of GDP towards education meaning thereby that provision is less than one half (4).

The greatest need of the hour is to re design curriculum, textbooks, teaching methodology and children’s literature, formal and non-formal educational systems. It has been demonstrated by researcher that active learning (questioning and investigate the nature of topic) develop creativity and stimulate for learning (Figure-2).

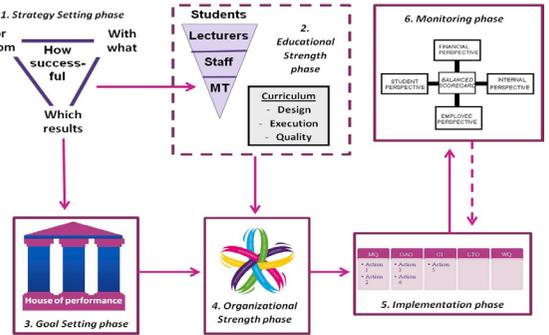


Figure-2: Design of Curriculum of the Educational Institutes

**The Educational Commissions**

The Education Commission was appointed by the Government of India by a Resolution, dated 14 July 1964, to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects (5).

**The Comprehensive Report of the Commission proposed that education should-**

- (a) addressed the problems of national development, particularly the issues concerning self-reliance economic growth, employment and social and nation integration;
- (b) related to the life, need and aspirations of the people;
- (c) help improve productivity by emphasizing work experience, vocationalisation, improvements in scientific and technological education and research;
- (d) be perceived as the main instrument of change through human development;
- (e) contribute to social and national integration;
- (f) modernize the society through knowledge and application, And
- (g) inculcate social, moral and spiritual values in the people.

The higher education could set its tone in our country through Radhakrishnan Commission and Kothari Commission recommendations in post-colonial India. Infact, higher education system in our country could strive to build Universities as places of culture and of learning open to all and above all, reinforcing the theme of learning throughout life. The University could participate in national development process through joining the debates with other stakeholders because of the laudable effort of both the Commissions (6).

The National Policy on Education (1986) created a nationwide awareness relating to positive contribution of education. It will not be out of the way to mention about the educational objectives that were emphasized in early 1990s. Some of them were -

- (a) Education aims at liberation, (b) Education, being an evolutionary force that enables both individual and collectivity to evolve various faculties and to integrate them by the superior intellectual, ethical, aesthetical and spiritual powers, should aim at developing a new type of humanity, highly humane,

cultured and integrated, (c) Education should be developed as a harmonizing force, which tries to relate the individual environment and cosmos in a total harmony by the purification and cultivation of various domains of outer space and inner space and (d) education should be so designed as to become a powerful carrier of the best of the heritage and it should therefore aim at transmitting to the new generations the lessons of the accumulated experiences of the past for further progress in the present and future.

During this phase of development in India the international scene was also changing. The end of cold war and beginning of a new world order where peace, security, cooperation and understanding emerged as the new international goals, the importance of education was realized (7). Further, the arrival of Information and Communication Technology also influenced the policy making and goal setting.

#### Procedures and Objectives

In India, the specific objectives of higher education in 1990s as evolved were –

- (a) To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret all knowledge and beliefs in the light of new things and discoveries,
- (b) to provide the right kind of work ethos, professional expertise and leadership in all walks of life,
- (c) to strive and promote quality and social justice,
- (d) to foster among teachers and students and through them in society generally integrated development of values, inherent in physical, emotional, rational, aesthetic, ethical and spiritual education and
- (e) to promote synthesis of knowledge with special emphasis on unity of scientific and spiritual pursuits that would reutilize our country's heritage and promote the ideal of the whole world as one united family.

Indian education needs a drastic reconstruction, almost a revolution. We need to bring, about major improvement in the effectiveness of primary education; to introduce work experience as an integral element of general education; to vocationalize secondary education; to improve the quality of teachers at all levels and to provide teachers in sufficient strength; to liquidate illiteracy; to strengthen centres of advanced study and strive to attain, in some of our universities at least, higher international standards; to lay special emphasis on the combination of teaching and research; and to pay particular attention to education and research in agriculture and allied sciences (8). All this calls for a determined and large-scale action. Tinkering with the existing situation and moving forward with faltering steps and lack of faith can make things worse than before. Of course, Legal and medical education were excluded from the purview of the Commission, but it was authorized to look into "such aspects of these problems as are necessary for its comprehensive enquiries.

#### The Commission set up twelve Tasks on:

(1) School Education; (2) Higher Education; (3) Technical Education; (4) Agricultural Education; (5) Adult Education; (6) Science Education and Research; (7) Teacher Training and Teacher Status; (8) Student Welfare; (9) New Techniques and Methods; (10) Manpower; (11) Educational Administration; and (12) Educational Finance.

#### In addition, it set up seven Working Groups on:

Women's Education; (2) Education of Backward Classes; (3) School Buildings; (4) School-Community Relations; (5) Statistics; (6) Pre-Primary Education; and (7) School Curriculum.

#### National Policies on Education

*The Resolution issued by the Government of India on the Report*

*of the Education Commission is reproduced below for ready reference:*

Education has always been accorded an honoured place in Indian society. The great leaders of the Indian freedom movement realized the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. Gandhiji formulated the scheme of Basic Education seeking to harmonize intellectual and manual work. This was a great step forward in making education directly relevant to the life of the people. Many other national leaders likewise made important contributions to national education before independence (9).

In the post- Independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees, notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Some steps to implement the recommendations of these Commissions were taken; and with the passing of the Resolution on Scientific Policy under the leadership of Jawaharlal Nehru, the development of science, technology and scientific research received special emphasis. Towards the end of the Third Five Year Plan, a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined effort at educational reconstruction; and the Education Commission (1964-66) was appointed to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects" (10).

The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society. The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities (11).

#### The Five Pillars of the Society

The anthropologists agree that there are five basic institutions upon which all human societies are built —

1. The family base
2. The religious base
3. The economic base
4. The administrative base and
5. The educational institutions.

Each is important in its own right as well as in its relationship with the others and each plays an important role in the total life of society. Each of the five institutions mentioned functions in balance and interacts with others with positive and negative effects, depending on the weighting and emphasis that they are given in the social process. So the upbringing of children within the family must have a profound effect on the economic, administrative and educational life of the society; and so on.

#### Conceptual Clarifications

Etymologically, the word education is derived from two Latin words "educare" and "educere". Accordingly, "educare", means

to train, to form or to mould. In other words, it means that the society trains, forms or moulds the individual to achieve the social needs and aspirations. "Educere", on the other hand means to build, to lead, or to develop. This is mostly favoured by the humanists who argue that the function of education is to develop the natural potentialities in the child to enable him function in the society according to his abilities, interests and needs. This is child-centered orientation (12).

Ordinarily, education is exclusively used for the development of human beings in the cognitive, affective, psychomotor and psychoproduative domains. It also involves a desirable approach in human behaviour through the process of teaching and learning.

### Higher Education Improvement

Pandit Jawaharlal Nehru, in his convocation address to the University of Allahabad in 1947, summed up the basic objectives of the university and its role in national life: A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people (3, 13). These great words highlight the basic truth that universities have a crucial part to play in the life, welfare and strength of a nation. Universities are the dwelling places of ideas and idealism, and expect high standards of conduct and integrity from all their members. Theirs is the pursuit of truth and excellence in all its diversity—a pursuit which needs, above all, courage and fearlessness. Great universities and timid people go ill together.

### 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, 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 (14).
- 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;
- 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 (15).

### Historical Development of the Higher Education (Universities)

The ancient universities in India were leading centres of learning in the contemporary world and attracted scholars and students from other countries. So did some famous centres of Islamic learning in the mediaeval period. But unfortunately these traditions did not survive and the modern universities were established, more than a hundred years ago, as exotic institutions created in imitation of the London University as it then was. The earliest of these were the Universities of Bombay, Calcutta and Madras—all founded in 1857—and the University of Allahabad, founded in 1887. They all began as purely examining bodies and continued to be so till the opening of the present century when the Indian Universities Commission was appointed (1902) and the Indian Universities Act

was passed (1904). As Lord Curzon observed: How different is India! Here the university has no corporate existence in the same (i.e., as in Oxford or Cambridge) sense of the term; it is not a collection of buildings, it is scarcely even a site. It is a body that controls courses of study and sets examination papers to the pupils of affiliated colleges. They are not part of it. They are frequently not in the same city, sometimes not in the same province (16).

The Government Resolution on Educational Policy (1913) accepted the need for establishing more universities. It said: The day is probably far distant when India will be able to dispense altogether with the affiliating universities. But it is necessary to restrict the area over which the affiliating universities have control by securing, in the first instance, a separate university for each of the leading provinces in India and secondly to create new local teaching and residential universities within each of the provinces in harmony with the best modern opinion as to the right road to educational efficiency. As a result of this policy, six new universities came into existence between 1913 and 1921 (9).

A teaching, unitary and largely residential university was established at Lucknow (1920). Recognition was also given to the efforts made by eminent Indians to break new ground in creating teaching universities. For instance, the Banaras Hindu University, founded by Pandit Madan Mohan Malaviya, was incorporated in 1916 and the Aligarh Muslim University, founded by Sir Syed Ahmed Khan, was incorporated in 1920. In the meanwhile, two princely States also established universities for their areas, Mysore in 1916 and Osmania in 1918, the latter making history by the adoption of Urdu as the medium of education.<sup>124</sup> After 1921, when education was transferred to Indian control, the development of universities was much faster and during the next 26 years, nine more universities were established (17).

After the attainment of independence, there has been a much more rapid expansion in the field of higher education. The number of universities has increased from 19 to 64. In addition, nine institutions have been deemed to be universities' under Section 3 of the UGC Act (9). The details about these will be found in the note at the end of this chapter. But even this expansion has not fulfilled the needs of the situation.

### Responsibilities of Universities

The responsibilities in the state of our social and educational development are:

First and foremost, they must learn to strive to serve as the 'conscience of the nation', as assessors of the national way of life, and this responsibility becomes all the greater in the absence of an enlightened public opinion. There are so many new pulls and forces (as well as old ones) operating in our national life—as, indeed, in the life of man as a whole—that its balance has become very precarious; and there is a danger of losing our bearings unless universities are able to play this role adequately by involving themselves deeply in the study and evaluation of the social process.

Besides the general adult education programmes, another special responsibility of the Indian universities is to develop programmes of adult education in a big way and, to that end, evolve a wide spread network of parttime and correspondence courses (18). The universities have to provide these courses in all their faculties, not only as extra-mural preparation for their examinations, but also as programmes of in-service education of professional workers in all walks of life.

The failure of the university to meet the challenge of Indian society has many complex causes, but among the causes are undoubtedly the decisions made between 1835 and 1854. To exclude from university studies for half a century the whole of oriental learning and religion and to purvey to Hindus and Moslems a history and philosophy whose roots lie exclusively in the Mediterranean and in Christianity; to communicate the examinable skeleton of European civilization without ensuring that the values and standards which give flesh to these bones are communicated too; to set up the external paraphernalia of a university without the warmth and fellowship of academic society: these are the handicaps against which Indian universities are still struggling and which prevent the university from becoming the Centre and focus of India's intellectual life (12).

The Indian universities must foster national consciousness. They should ensure that every student who passes out of an Indian university takes with him some understanding of India's cultural heritage, its past achievements and triumphs in the field of art, philosophy, science and so on. He should, in other words, know what he is heir to. This could, perhaps, best be done at the first degree stage where such a study could form a part of a programme of liberal education.

Looking at Indian Universities a century after their foundation, one cannot but help feel that they have failed to adapt themselves sufficiently to the vast and unique opportunities which surround them; they seem to have lost enthusiasm and initiative under the crushing problems which have beset them.

#### **Educational Programmes of Development**

To realize these ambitious objectives is no easy task. To do so in all our universities would need an order of investment in physical and monetary terms which is now beyond our reach and a large number of highly qualified and dedicated teachers who are not available. What is necessary, therefore, is a well conceived and a comprehensive plan spread over the next twenty years and its vigorous and sustained implementation (19).

#### **Variou Educational Programmes taken by the Indian Government in Rural Areas to improve the educational status, such as:**

1. Non-formal Education Scheme
2. Operation Blackboard
3. Mahila Samakya (MS)
4. District Primary Education Programme
5. National Programme of Nutritional Support to Primary Education (School Meal Programme)
6. Sarva Shiksha Abhiyan (SSA)
7. Community Mobilization and Participation Schemes

#### **This plan would include, amongst others, the following programmes which have high priority:**

- a radical improvement in the quality and standards of higher education and research;
- expansion of higher education to meet the manpower needs of national development and, to some extent, the rising social ambitions and expectations of the people; and
- improvement of university organization and administration.

#### **Functions of Education towards Individual:**

- (1) **Development of inborn potentialities-** Education helps the child to develop the inborn potentialities of child providing scope to develop.
- (2) **Modifying behavior-** Education helps to modify the past behavior through learning and through different agencies of education.
- (3) **All-round development-** Education aims at the all round development of child-physical, mental, social, emotional, and

spiritual.

(4) **Preparing for the future-** After completion of education the child can earn its livelihood getting proper education, which has productivity. The education should be imparted according to the own interest of the child.

(5) **Developing personality-** The whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.

(6) **Helping for adjustability-** Man differs from beast. Man has reasoning and thinking power. Man tries his best to adjust with his own environment through education.

#### **Functions of Education towards Society:**

(1) Social change and control:

The society is never station. It is progressive and dynamic. The child lives in society. It is the social environment where the personality of the child can be developed. The old traditions, customs are preserved and transmitted with the situations, which are ever changing. We should not think or believe in the blind beliefs, which are hindrances towards our development. Education helps to walk with the development of science and technology (20).

(2) Reconstruction of experiences:

Education is life-long process. Life is education and education is life. Life is full of experiences. One cannot live with his past experiences which are unable to adjust in the society. So education helps the individual to reconstruct the experience and adjust with the environment.

(3) Development of social and moral value:

Society is always in tension with narrowism. There is no social or moral value. Now the man is behaving like an animal. Animality can be changed with moral education. Education teaches the moral value and social value like co-operation, tolerance, sympathy, fellow feelings, love affection, respect towards elder, helping the poor and needy persons (21).

(4) Providing opportunity or equality:

Indian Constitution has introduced the term 'equality' because we are not getting equal opportunities in all aspects. Education teaches us to give equal opportunities in all aspects irrespective of caste, creed, color, sex and religion.

Functions of education towards nation:

(1) **Inculcation of civic and social responsibility-** Education helps to make rising generation to understand its rights and duties as citizens of a democratic country.

(2) **Training for leadership-** The leadership quality of the individual is developed when he participates in all spheres of social, political, religious and educational activities (22).

(3) **National integration-** We are living in one country having diversities in respect of color, caste, language, diet, dress, habits and physical environment.

(4) **Educational integration** leads to emotional integration. Education trains people for unity, not for locality, for democracy and not for dictatorship. Education serves the most important end of educating the man.

(5) **Total national development-** Education helps for bringing about total national development by developing its all aspects i.e. social, economic, cultural, spiritual, moral, educational, etc.(23).

Therefore, really education is an essential ingredient for all ages and stages of the life of an individual, society as well as the nation.

**Education can be a real panacea for all social evils (24):**

- There are several National Policy Guidelines for bringing about Changes in Higher Education: Here is an indicative list:
- Periodic National Policies on Education, the latest being in 1986 -1990
- Science Policy Resolution (1958), Technology Policy Statement (1983), Science and Technology Policy (2003) and recent Science, Technology and Innovation Policy.
- NKC Recommendations
- Yash Pal Committee Recommendations
- Twelfth Plan Document
- Periodic Recommendations of Review Committees of IITs and NITs
- The RUSA (Rashtriya Uchchar Shiksha Abhiyan - National Higher Education Mission, January 2013)
- The Pending Bills in the Parliament

**The Nine Inevitable Changes are required in education predicted which are useful to expand the education limitations in India and also in abroad (25):**

1. Expansion and Diversification of Higher Education Providers
2. The Emergence of Three Types of Institutions – Brick, Click and Brick & Click
3. Individualization of Higher Education, with the implication that Students, not Institutions, will set the educational agenda
4. Shift in Focus from Teaching to Learning, with the implication that Time will become the variable, and Learning the constant
5. Unbundling of Higher Education Functions of Teaching, Research and Service
6. The New Role of Faculty Members, with the implications that Faculty members will become increasingly independent of colleges and universities; and the names of world-class professors will probably be far more important than the institution for which they work.
7. The Meaning of Degrees: With the change in emphasis from institutional process to educational outcomes, degrees will become far less meaningful
8. Documentation of Competencies, with the implications that in future, each person's education will occur not only in a multitude of different settings and geographic locales, but also via a plethora of different educational providers; and every person will have an Educational Passport (or Educational Passbook) (26).
9. New Funding Paradigms -- Money will follow the students more than the educators.

**RECOMMENDATIONS**

The education should be a tripartite affair and responsibility of central, state and local governments. At the same time, the private sector should also be made to participate in the funding. This will be successful if government on its part shows its seriousness and commitment to the system in terms of funding. The private sector can participate by providing research grants, awarding of scholarships and endowment of Professorial Chairs in universities. An enabling law should also be enacted making it mandatory for multinational companies operating in Nigeria to set aside a minimum of 5% of their profits to finance education and allied projects (27).

There should also be the need for strong political will among political leaders to ensure continuity of educational policies and doggedness in the fight against corruption in the country. Severe punishment should be meted to financial crimes and other corrupt practices in the educational sector. Education should not be politicized as identified above and there should be a steady political environment to ensure continuity and maturity of educational policies (28).

**CONCLUSIONS**

The Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resources development and continuing education.

According to a senior educationist, "Education is a critical investment in shaping the present and future of India. It is inseparably linked to our progress in every aspect of human development and is a major contributory factor in enhancing quality of life. Viewed in a broadest global context, education is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression, and war." This he quoted from the Delors Commission, 1996 (29).

The Indian Constitution is a unique Constitution in the world. The directive principles of State Policy in Article 45 recognised the fundamental role of education and what it stipulated was granted by 86th Constitution Amendment Act, 2002. In India higher educational institutions are diversified and they promote their functions and duties as centres of knowledge, as places of professional training; as the crossroads for learning throughout life and as partners in international cooperation.

A lot has to be done for India's large young and blooming masses which constitute nearly seventy percent of country's total population. Median age comes to about 35 years. How unfortunate it is that countries having much lower median age are far better than India. There are many countries having much lower median age but having life expectancy of more than sixty years.

In order to improve the social face of a country Education must be job-oriented. Education is a means to secure employment hence there is need to encourage and expand avenues for vocational training. Our present education system is going a long way towards widening the gulf of disparity among the rich and poor students as also between students from rural and urban areas. Education in technical branches has become so costly that poor parents of most talented students cannot even think of getting their wards admitted into such institutions. We need a system of education that can provide equal opportunities to all rich and poor, education that can contribute towards development and can promote growth not only in terms of GDP but may also bring about all out development and growth such that may uplift the poor and the deprived and such that may alleviate poverty and may narrow the gulf between the rich and the poor. We need education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education (30).

"In the future, there will be a larger say of the industry in the curriculum that schools teach. Several skill based learning modules will be introduced by colleges, making education a lot more relevant to the world. Creativity and innovation will be one of the most priced qualities in the future, and schools will have to gear up to create thinking individuals with a capacity to make sense of the abundant information that they are exposed to.

The biggest educational challenge in India, is the failure of the government to provide good quality primary and secondary education through government schools, he said. "Privatization of government schools through a Public Private Partnership (PPP) model, seems like a possibility in the coming years. India's dream of becoming a developed nation depends a lot on

its school education.

By 2020, education will be more or less virtual in nature. "What we have right now, is a classroom culture. But, the growing presence of internet means that students in Bangalore will be able to choose subjects and courses from across the world.

jab, Punjabi University, Patiala.

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