CHAPTER VIII

RESUME

Education is one of a very important factor in the cultural life of a country. Economic factor alone cannot be made the paramount consideration. The education is the foundation for the development of a country, not only economical but also social. The social upliftment can be had only when education is imparted in real sense. This education has to change in every form and structure not only to keep pace with the scientific and technological changes but also with that of social changes. Such a change is envisaged in order to minimise to the optimum level, if not eradicate any inequality that is existing in the social structure of a nation.

Even though the concept of "Inequalities in Education" appears to be a concern of the present century, its origin can be traced back to the sixteenth and seventeenth centuries. These inequalities started to establish its roots in India with the advent of foreign invasions, and in the long run they have found themselves a permanent place in this country. To overcome such inequalities education need to be re-oriented, and better designed in no unambiguous terms and more dynamic in approach and this is being felt and expressed by columnist and other public forums.

The economic aspect of education finds a scarce place in the classical economics. Education was considered to contribute indirectly to the society and was not viewed as a material investment. Nevertheless most of them, Adam Smith to Alfred Marshall recognised the importance of the economic aspect of education. In fact the classical, neo-classical and marxian economists paid relatively more attention to the micro relationship between education and personal efficiency. But it was only since mid fifties of the present century that economists began paying serious attention. The contribution of education on economic growth is now widely recognised.
The focus of education has shifted from cultural self-development to job accreditation and ironically there are not enough jobs either. The quality of lifestyle often changes and has lost its basic value. The values have deteriorated and there is no proper and uniform system to guide the young to face the changing values and develop self-confidence. Today the young aspirants of higher education do not know what they want or what they aim at. The years over four decades, since India got political independence, it has seen prodigious diversification in the system of university and other higher education, through different disciplines, in an effort to accelerate its growth and quality. A certain amount of success in different fields has certainly been achieved. But incidently this also has developed a false image among the less talented and ill-to-do, who could not compete or afford to compete. This however, could be traced to lack of proper and intelligent guidance on the one hand and limping economy on the other. Whereas unemployment, underemployment, labour unrest and inflationary tendencies hamper the academic progress, Communal, ethnic and sectarianism find in roads disrupting peace and harmony in otherwise serene and santum university atmosphere. Of late a different pattern of conduct, threatening the integrity of the nation is observed among a cross-section of the perverted intelligentia, who are emotionally perturbed and volatile but either viable or driven to abject poverty. This is a universal phenomenon.

It is a herculian task to evolve the right model in our basic educational order, accepting with an open mind, the complex nature of the very Indian society and its vageries, that could help, guide atleast, the generations to come to lead a tension-free harmonious life based on sound principles of the entire educational system. A team consisting of renowned economists, psychologists: and
philosophers sitting alongside 'eminent' educationalists and the representatives of every hue and order of the society could make earnest attempt to bring about such an order in the comprehensive educational structure.

Education is not to be deemed as a day-to-day social activity. The institution of education has high and noble aims. It is not just a place where the teacher and taught meet, one to impart knowledge and the other to receive. At the basic level it is to be designed, in the fashion of a sacred temple of learning where the fundamentals of "Life and Living", their ethical and moral values, are taught and drilled irrespective of caste, creed or religion.

A sense of humanism, generating equality and freternity is thus sowed and fed in the younger minds of posterity. At higher levels curricula could be tailor-made and oriented from time to time introducing socio-economic and cultural activities encouraging and offering opportunities to one and all for healthy involvement. To what extent the educational system of this country has catered towards this end is a debatable issue.

Hence in order to find out whether the existing higher educational system is oriented in achieving the goal of bringing about equality has been analysed in foregone pages of this study, with the main object to identify the various economic facets of inequality in the sphere of university education in Tiruchirapalli District. The study involves inter-group inequalities, an extent of assessment to which women are subjected to several forms of economic and non economic discrimination; an analysis of the causes for inequalities in educational opportunities and investment by examining the rates of return on education to the weaker sections and their counterparts; evaluation of the inequalities in human capital formation between different groups of population; and offering suggestions for reducing economics of inequalities in university education.
However, the study has to face the problems of non-availability of basic data, mostly relating to the cost and return on education. Similarly secondary data in respect of students enrolment and dropouts are not available which restrict the study from assessing the educational wastages. No concrete data could be available about the district regarding non-participation in the labour force by the educated persons, as all educated do not aspire for employment. Moreover employment exchanges are not the only sources for all educated persons to enter into jobs. So no profile for non-participation of persons in labour force of the district could be constructed. Further inadequacy of information in respect of earnings Vs. ability, limits the scope of constructing earnings profile, as ability factor could not be taken into consideration. Thus the age-education earnings profile prepared for computing rates of returns on education suffer from these drawbacks, having its impact on the rates arrived at. Moreover the study is restricted to the sample selected and as a result the sample error has its influence on the results arrived at. Above all obtaining informations on personal data from the respondents, also posed problems as many were unwilling to disclose facts. Hence this study is made based on the available data only giving room for further dimensions.

The foregoing study reveals the existence of inequality in the district between different castes and sex. As per 1991 census the district has a fairly good literacy rate of 53.7 per cent of which male constitute 64.46 per cent and female 42.84 per cent. Comparing this with that of 1961, it is found that the literacy rate has gone up significantly. It was only 31.4 per cent in 1961, and increasing gradually and has gone up to 39.39 per cent in 1971 and 46.76 per cent in 1981. But the rate of growth is high only between 1961-71 when it registered 33.86 per cent whereas during 1981-91, the growth rate is just 2.93 per cent. This shows that of late, there is a trend of declination in the literacy growth rate of the district—though an increase is registered in both the sexes, the female literacy rate
recording a very high percentage of 85.3 between 1961-71, whereas in 1981-91, it is just 1.18 per cent. The male literacy on the other hand has recorded negative growth between 1981-91. Taking the literacy position of Scheduled Castes and Tribes, it is found that there is an increase in the overall rate. It has gone up from 23 per cent of SC/ST population in 1971 to 32 per cent in 1981. Both male and female SC/ST literacy has also recorded a growth. SC/ST female literacy stood at 23.8 per cent in 1971 and has gone up to 31.67 per cent in 1981. SC/ST literates to total literates which is found to be 11.41 per cent in 1971 is only 10.83 per cent in 1981. The female SC/ST literates to total female literates was 8.64 per cent in 1971, and 9.42 per cent in 1981.

The educational institutions in the district have gone up at all levels compared to 1960-61. Primary schools numbering 2519 in 1960-61 have increased to 2855 in 1989-90; Middle schools have increased in number from 199 in 1960-61 to 457 in 1989-90 and High Schools and Higher Secondary Schools from 122 in 1960-61 to 339 in 1989-90 and colleges have also registered an increase in number from 7 in 1960-61 to 17 in 1989-90. Now, the district is the headquarters for Bharathidasan University. The student enrolment in all levels have also gone up considerably. From 2,61,171 at primary level; 35,306 at middle level; 66,129 at high school and higher secondary level and 4854 at college level in the year 1960-61 the strength of students have gone in 1989-90 upto 3,58,966; 2,01,338; 2,56,707 and 22,227 respectively. There are also other types of educational institutions catering to the various disciplines, necessary to meet the different needs of the society.

The educational growth in India and Tamil Nadu are analysed in the chapter "Educational Growth Analysis". The educational development since British India till independence is being outlined to give an idea about education in pre-independence India. A comprehensive idea about educational plans suggested by Precursor Plans and by Sargent Plan are being brought out in this chapter. Further outlay for education in general and for different sectors of education during the Seven Five Year Plans are also discussed briefly.
It is seen that, the overall allocation for education has gone down from 7.6 per cent in First Five Year Plan to 3.6 per cent in Seventh Five Year Plan. Nearly 2/3rd to 3/4th of total educational finance is being contributed by the State, right from the First Five Year Plan. The students enrolment at all levels of education has gone up during this Seven Five Year Plan periods. The enrolment among the 6-11 age group has increased from 43.1 per cent in 1950-51 to 95.2 per cent in 1984-85. In the age group of 11-14; 14-17 and 17-23 the percentage of increase from 1950-51 to 1984-85, is in the order of 12.8 per cent to 50.3 per cent; 5.5 per cent to 16.64 per cent and from 1.13 per cent to 7.8 per cent respectively. The increase is found in both the sexes indicating that school going boys as well as girls have increased in number and size. The number of educational institutions such as pre-primary; primary; middle; higher secondary; colleges (general); colleges (professional); teachers training and universities have also increased in the order of 33 times; 1.48 times; 9 times; 7 times; 14 times; 3 times; 5.92 times and 4.56 times respectively.

The increase in educational institutions call for an automatic increase in literacy rate. At the time of independence the literacy rate was only 16.6 per cent of which male constituted 14.9 per cent and female 7.9 per cent. The literacy rate as per 1991 census stands at 52.11 per cent of which male 63.66 per cent and female 39.42 per cent. The gradual increase in literacy rate sex wise is being brought out and it shows that increase in the rate of literacy during 1981-91 is greater than 1971-81 or 1961-71. In 1961 the rate was 24 per cent, in 1971 29.34 per cent and in 1981 36.23 per cent. The ratio of female to male literates has also gone up from 3 females to every 10 males to 6 females for every 10 males. It is also noted that the decadal variation of literacy is nearly 3 times than that of population except in 1971-81 where it is found to be slightly higher than 2 times.
The female decadal variation of literacy during 1951-61 is 101.31 per cent whereas population was only 21.66 per cent. Between 1981-91 both male and female have registered fairly a high rate of increase in literacy than population. Population has gone up during this period by 23.23 per cent. Of that male constitute 23.5 per cent and female 23.93 per cent. The literacy rate has gone up by 77.32 per cent of that male 68.2 per cent and female 95.54 per cent. The rural and urban literacy to total literacy has gone down from 64.67 per cent in 1961 to 62.98 per cent in 1991. The literacy of SC/ST has gone up by 92.32 per cent in 1981 compared to that of 1971. The SC/ST literacy rate was 13.58 per cent in 1971 and 19.71 per cent in 1981. In 1991, the SC/ST literacy to total literacy was 9.98 per cent which in 1981 was 12.42 per cent. The rural SC/ST literacy has gone down from 1971 to 1981 from 80.6 per cent to 76.2 per cent respectively. The female SC/ST literacy to overall SC/ST literacy was 21.2 per cent in 1971 and 24.59 per cent in 1981. The female SC/ST literacy to overall female literacy was found to be 6.98 per cent in 1971 and 9.24 per cent in 1981 which is not even 10 per cent of total female literacy.

This chapter further highlights the percapita budgeted expenditure by all State and Union Territories in India as per the year 1986-87 and it revealed the fact that other than Kerala and Union Territory of Delhi, all other State/Union Territories spend 25 per cent or less than 25 per cent of their total expenditure on education.

The quantitative growth of University and College education since 1976-77 is also being outlined. It is found that as students enrolment increases the number of educational institutions also increases. The students enrolment has gone up by 64 per cent since 1976-77 and female enrolment by 99 per cent. Further the allocation pattern of grants by University Grants Commission to Universities - Centre and State and to affiliated colleges are being brought out. This shows
that the allocation to universities vary from 70 per cent to 80 per cent and to affiliated colleges from 20 per cent to 30 per cent during 1980-81 to 1988-89.

Education growth of Tamil Nadu since 1961 is also discussed. It reveals that the literacy rate of Tamil Nadu which was 31.41 per cent in 1961 has gone up to 63.72 per cent in 1991. Though there is an increase in overall literacy over the period of 30 years still the decadal growth presents a disappointing picture. In the first decade the rate of increase was 53 per cent which dropped down to 39.8 per cent in second decade and to 34.23 per cent in the last decade between 1981-91. The rural literacy also has registered only a declining trend. From 49.5 per cent from 1961-71 it has come down to 39.22 per cent from 1981-91. The rate of growth of female literacy has also declined from 78.7 per cent in the first decade to 47.1 per cent in the last decade. But the ratio of female literacy to male is increasing. The ratio was 4 females for 10 males in 1961 which has gone up to 7 for 10 in 1971. The literacy position of SC/ST in Tamil Nadu also has recorded a growth. The SC/ST literacy in 1971 was 21.36 per cent which had gone up to 29.14 per cent in 1981. The percentage of SC/ST literacy to overall literacy was 10.07 per cent in 1971 and by 1981 it had increased to 12.1 per cent. The SC/ST female literacy has also increased during this period. The percentage of SC/ST female literacy to overall SC/ST literacy was 11 per cent in 1971 and 18.27 per cent in 1981 and the percentage of SC/ST female literacy to overall female literacy increased from 7.66 per cent to 10.13 per cent during this period.

The students enrolment at different levels of education is also being presented to augment the fact that the increasing literacy rate, increases the students populations. The students enrolment during 1960-61 in the group of 6-11; 11-14; 14-17 and 17-23 was 2,496 thousands; 1108 thousands; 689 thousands and 69.7 thousands respectively and by 1985-86 it had gone up to in the order of 7474 thousands; 3288.56 thousands; 2170.45 thousands and 89.81 thousands respectively.
It is observed that 99 per cent of the population in the age group of 6-11 and 55 per cent of the population in the age group of 11-14 are enrolled and the enrolment of girls at primary level has recorded a remarkable growth. It was only 42 girls for 100 boys in 1960-61 but in 1985-86 it was 82 girls for 100 boys. The trend of girls enrolment to boys at middle level was 29 per cent in 1960-61 and only 32.28 per cent in 1985-86. At higher secondary level it was again 29 per cent in 1960-61 and only 30.6 per cent in 1985-86.

The college and university education has also expanded during the period 1976-77 to 1988-89. There were only 264 colleges and 6 universities in 1976-77. But by 1988, the number of colleges have gone upto 318 and universities to 14. The grants received by Tamil Nadu universities and affiliated colleges from University Grants Commission does not present a satisfactory figure. It is only 12 per cent and 16 per cent of the total grants received by universities and affiliated colleges.

The budgetted allocation by Tamil Nadu Government during past ten years since 1981-82, though has recorded an increase in absolute terms, considering its percentage to education, out of total outlay is less than 25 per cent. The informations provided in this chapter give a clear picture of educational growth in India as well as Tamil Nadu.

The dimensions of educational growth should lead to a creation of an equitable society. The need for such a growth in spheres where such inequality exist are being discussed in the chapter 'Equity, Equality and cost of Higher Education'. The inequalities are not confined to Indian educational institutions alone, but such features are found in the whole modern world. The famous universities of Oxford and Cambridge of London still practice the hierarchy that has found its roots at the time of their formation. The Indian Universities
established in 1857 are modeled on the basis of English Universities and hence the creeping in of the hierarchical order could not be prevented.

The famous Western Universities such as Cambridge and Oxford are known to have denied a place to women until about hundred years ago. The family background is considered for an acknowledged place in the classification of students in these universities. In India, various committees such as Dr. Radhakrishnan Commission, Dr. S. Kothari Commission, right from the beginning has been stressing for equal educational opportunities for all irrespective of sex, caste or religion. How this can be attained namely in building an equitable society for the development of a nation, is being outlined.

Any institution should and must have a well defined organisational structure, more so in the case of an educational institution. The educational institutions should have a well planned organisational structure to facilitate uniformity in imparting education and in its functioning. The ancient India had only indigenous institutions functioning without any said pattern. As a result there was no uniformity in the educational system giving rise to disparities. The 'Gurukulas' and 'Madarasas' of those days considered only certain class of people eligible for education. Many institutions were promoting religion rather than knowledge in the real sense paving way for wide disparities among the cross-section of the people. These indigenous institutions unwittingly were responsible for bringing about educational disparities, which gradually grew in all dimensions. The British, which assumed power in 1757 also did not show interest in organising the educational system. The advent of industrial revolution, and new inventions in the field of Science and Technology in the Western countries, notably America and Great Britain introduced changes in the pattern of their educational systems for the economic development of the nation. As a result a positive impact has been made on the educational system. In 1813, British
Government for the first time set aside Rs.1,00,000 in its Charter for education. It was only after this period number of educational institutions were established all over the country. Institutions for higher education (i.e.) colleges were also established at Calcutta, Bombay, Madras etc. In order to organise and co-ordinate the functioning of these colleges, three universities of Calcutta, Bombay and Madras were set up in 1857, according to the recommendations laid down by Wood's Education Despatch in 1854. These universities were only administrative offices and did not undertake any teaching.

Lord Curzon, the then Viceroy of India was puzzled by the functioning of Indian Universities and laid down certain recommendations. Accordingly, Indian University Commission was appointed in 1902 and Indian University Act 1904 was passed, according to which universities were no more merely the administrative offices but they also became seats of learning. The Calcutta University was the first University in establishing its own teaching and research departments in 1910. Bombay University in 1919 and Madras University in 1923 established teaching and research departments. The number of universities gradually increased and in 1947 there were about 19 universities and 300 colleges and 1.6 lakhs of students. This grew rapidly and now there are more than 182 universities.

The universities that are existing now are State Universities, Central Universities, Institutions Deemed to be Universities, Institutions of National Importance and Universities established by an Act of Parliament. The State and Central Universities are either affiliating type, residential or federal in nature. Majority of the universities are affiliating in nature.

The Organisational structure of universities and its responsibilities towards its affiliated colleges are being outlined. In order to co-ordinate and control the functions of universities and to augment to their financial needs, University Grants Commission was established in 1953, which later became an
autonomous body by an Act of Parliament in 1956. The various ways in which it exercises control over the universities are being discussed. The need for introducing changes in the organisational structure and the concept of metanoic organisation in the contest of university system are also being enumerated.

The education which plays a crucial role in the social and economical development of a nation needs considerable funds to be invested in it. The expenditure on education are now treated as investments. It is not only the Government which spend on education but there are various other organisations apart from individuals who finance university education.

Any expenditure is expected to reap a benefit. On this principle, the economical benefit enjoyed by individuals against the cost incurred by them is being analysed from the survey data. The cost benefit analysis is based on age-education earnings profiles and cost of education. Cost of education is being determined from private cost and institutional cost. Private cost in turn consists of actual cost and foregone earnings at each level of education. Based on this cost and benefit profiles rates of returns on education at each level of education is ascertained. The rates of returns are calculated as marginal and average from both private and social costs angel. The social rates are considerably less than private rates. The marginal rates of return at private costs and social costs are estimated to be at literacy level 10 per cent and 9.5 per cent; primary level 11 per cent and 10.25 per cent; middle level 12.5 per cent and 11.5 per cent; secondary level 16.5 per cent and 13.5 per cent; I degree level 13.5 per cent and 11.28 per cent; II degree level 17.8 per cent and 13.23 per cent; degree completed 20.45 per cent and 17.25 per cent; on Post graduation 22 per cent and 18.75 per cent and at higher professional level 23.5 per cent and 19.5 per cent respectively. The average rates of returns are found to be less than marginal rates and estimated average rates of returns at different levels of
education are in the order of literacy level 10 per cent and 9.5 per cent; primary level 10.5 per cent and 9.75 per cent; middle level 11 per cent and 10.25 per cent; secondary level 12.5 per cent and 11.5 per cent; I degree level 10.27 per cent and 9.75 per cent; II degree level 13.45 per cent and 11.28 per cent; degree completed 14 per cent and 12.20 per cent; at Post Graduation level 16.75 per cent and 14.5 per cent and at higher professional level 18.25 per cent and 15.75 per cent respectively.

The rates of returns are estimated again sexwise in order to find out any prevailing inequality. Though the benefit for women are less than men the educational cost are also less. As a result the rates of returns of women are slightly at higher side than men. The marginal rates of returns on private costs for men and women are at literacy level 9.5 per cent and 10.75 per cent; primary level 16 per cent and 11.25 per cent; middle level 15.5 per cent and 13.28 per cent; secondary level 16.78 per cent and 17.20 per cent; I degree level 16.25 per cent and 16 per cent; II degree level 16.90 per cent and 17.95 per cent; degree completed 18.75 per cent and 19.75 per cent; on post graduation 21 per cent and 22.25 per cent and at professional level 23.25 per cent and 24.25 per cent respectively. The marginal rates of return on social cost for men and women are estimated to be at literacy level 8.5 per cent and 9.8 per cent; primary 12 per cent and 10.5 per cent; middle 14.25 per cent and 13.30 per cent; secondary 13.80 per cent and 15.5 per cent; I degree 13.9 per cent and 14.75 per cent; II degree 15.85 per cent and 16.10 per cent; degree completed 17.20 per cent and 17.75 per cent; Post graduate 19.4 per cent and 20.3 per cent and at professional level 19.80 per cent and 20.5 per cent respectively.

The average rates of returns are also estimated for both men and women at both private and social cost. The average rate for men at private and social costs are estimated to be at literacy level 9.5 per cent and 8.5 per cent; primary...
14.25 per cent and 12 per cent; middle 13.30 per cent and 11.60 per cent; secondary 14.80 per cent and 13.10 per cent; I degree 13.75 per cent and 11.75 per cent; II degree 15.90 per cent and 14.85 per cent; degree completed 16.40 per cent and 14.25 per cent; Post graduate 20.90 per cent and 16.20 per cent and professional 21.80 per cent and 18.70 per cent respectively. The returns for women at private and social costs in the same order of literacy is found to be 10.25 per cent and 9.8 per cent; 13.80 per cent and 11.5 per cent; 12.75 per cent and 11 per cent; 15.25 per cent and 13.75 per cent; 13.2 per cent and 11.25 per cent; 16.25 per cent and 15.30 per cent; 18.20 per cent and 15.5 per cent; 21.2 per cent and 17.65 per cent and 22.40 per cent and 20.5 per cent respectively.

A further analysis is being carried out to establish the inequalities existing among the people of Tiruchirapalli District taking education, employment and earnings as variables. In order to arrive at a result, twelve centres are selected for survey and 100 households in each centre is interviewed. It is found that the literacy among the centres are not equally distributed and also female literacy. Some centres have better literacy rates and female literacy in some centres are very poor.

The literacy are further analysed to find whether they are equally distributed among all castes and it is observed that they are not equally distributed. The literacy rates of SC/ST are found to be less than compared to non SC/ST castes. It is also established that female literacy is also not equally distributed among castes. Further it is proved that literacy rates among male are higher than female and women are yet to get better benefit out of literacy.

The levels of education compared among different castes reveal that levels of literacy depend on castes. The people belonging to BC and OC generally pursue higher education than those belonging to other communities. It is also proved beyond doubt that the female of all castes do not enjoy the same benefit in
acquiring higher education as their counterpart. Female of certain castes however enjoy better benefit of getting higher education. But the benefit of acquiring different levels of education do not have any discrimination among the sex. The levels of literacy are decided by individuals irrespective of their sex.

Having analysed the inequality on education, employment inequalities are studied to establish the existence or otherwise of such inequalities. It is proved that employment benefit depend on Sex. Male have better opportunities than female. It is also seen from the analysis that the employment opportunities do have a bearing on Caste; Employments are not proportionately distributed among all castes. It is also ascertained among the castes that employed male and female are disproportionately distributed.

A further analysis prove that illiterates have a low profile in employment opportunities than literate. Even among literates those who have higher level of literacy have better employment chances than others. The level of literacy among castes also do have influence in employment opportunities. On further analysis it is seen that among females the employment opportunities are better for illiterates and literates upto college level, but in case of male, employment opportunities are confined to those who have qualified upto secondary level and college level. Employment opportunities among those educated upto college level, castewise is being analysed. This conclusive analysis show that disparity do exist among castes in getting employment with higher qualifications. Most of the people belonging to SC/ST, with college qualification are able to get into job than people belonging to other communities. The condition among female college educated people in respect of getting employment is equally distributed among all castes.
The inequality among sex and caste related to education and employment having been ascertained, further analysis are made related to the inequality arising out of earnings. This analysis prove that there do exist inequality among sex in the hours of working and in the survey centres while reckoning the sexwise average earning capacity. It is found that the income of literates do not vary according to sex but that of illiterates do suffer from such disparities. Similarly the earning of literates are at a higher range compared to illiterates. The disparities among literates between different castes are found to exist. The people belonging to deprived caste generally fall under lower income group compared to others. The earnings of illiterates are also found to be influenced by considerations of caste. Judging from the angle of earnings, regardless of literacy, disparity is found to exist among sex, female are low paid than their counterparts.

An analysis of income and expenditure pattern prove that expenditure is related to different forms of income. Possession of assets in all forms are also considered as earnings. On a comparison of consumption pattern between illiterates and literates, it is established that illiterates spend more on unproductive purpose than literates. These analyses affirm the existence of inequalities among people in various forms and structure.

Inequality in literal sense, is not an uncommon feature, confined to India. It is a feature seen in all the countries throughout the world. Ethnic problems are widely spread even in highly developed countries, thereby creating inequality in the social order of the society. But the government of these countries have ensured adequate steps to impart the know-hows and do-hows, to all sections of the population, irrespective of racial or sex considerations, in the larger interests of the country's economic growth.
Around the world innumerable changes are taking place in every sphere of human activities. In the field of education, old orders are giving place to new. Science and Technology play a major role in the economy of highly developed countries.

India with a vast heritage of culture and civilization, is today, lacking resources, to march ahead towards economic growth. The reason could be attributed to the poor literacy standards and levels among India's soaring population. Among the 3rd World Countries, India has a proud place, having won its political independence in the Gandhian way. In the same fashion, India strives hard to build a strong economy through many measures, the foremost among them being eradication of illiteracy among its population of multi-lingual, racial, caste and religion, which are more prominent in rural areas than in the urban and which have eventually given rise to the creation of inequalities in the social order of Indian life, bringing about literacy and economic disparities among all the sections of Indian people. The government of India and the Ministry of Education, have now the onus and enviable responsibility to mobilise public opinions from different cross-sections and introduce educational reforms from time to time by harmonising all available resources, in a bid to pave opportunities for all citizens of India rich or poor, male or female; to get the 'know-hows' and 'do-hows' of an art that builds up his or her material economy and emotional happiness.

An equitable society free from all types of inequalities can be conceived, planned and built through proper educational system. An educational system, suitable to all, depending upon the age, attitude and aptitude of the students concerned may be formulated. Intensive practical and vocational trainings
to enrich the talents of the students may be organised in order to help students
to build up their self-confidence and self-reliance. This will definitely pave
way for raising the standard of students at all levels. Incidentally this helps
to build a strong nation and benefit the mankind at large. Introducing such an
order in the pattern of education beginning from the very elementary level, will
help to establish a well-bred Indian society free from all ailments of
inequalities including those of caste/creed/sex/religious stigma. To what extent
these pleasant dreams come true, if and when the designers introduce such a
covetable system in the Indian educational structure, TIME ALONE CAN PROVE.