INTRODUCTION
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Education has contributed momentous development in human history. Notwithstanding its major devastating wars, numerous conflicts all over the world and display of wealth, poverty, crudeness, cruelty and certain degree of vulgarity in the human behavior of individuals and nations that we witness and have witnessed, its has made enormous contribution towards civilization, refining and facilitating human life. There has been much development in the field of science, technology and education. It has also contributed towards concretization of human dignity, human rights, individual freedom, democracy, socialism and communism. Thus education has come to center stage and is today the most important agent for change and development.

Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study. When learning is progressing towards goals that have been established in accordance with a philosophy, which has been defined for, and is understood by the learner, it is called “Education”. If education is to be effective it should result in change in all the behavioural components. The behavioural changes must be directed towards a desirable end. They should be acceptable socially, culturally and economically and result in a change in knowledge, skill, attitude and understanding. Thus, in education, the greatest emphasis should be placed on the behavioural component of an individual.

Eminent thinkers, leaders like Aristotle, Plato, John Dewey, John Ruskin, Sri Aurobindo, Swami Vivekananda, Mahatma Gandhi and Jawaharlal Nehru also stressed the importance of education and its vital role in social change. Education is always linked with liberation of man and social change or transformation. It is considered in other words as instrument for social change. The education being an instrument, the teachers and students become agents for social change. Does our educational system give opportunity for this? Yes, Partly true. Indeed the system is not merely to carry the heavy load on the head with what was prescribed at different levels, but also they are trained to transform their knowledge for the personal, community and national development.
UNDERSTANDING ON THE CONCEPT OF EDUCATION

Education is a liberating force as also an evolutionary force, which enables the individual to rise from mere materiality to superior planes of intellectual and spiritual consciousness. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward. In the words of Sri Aurobindo, the foremost philosopher and sage of our times, "The past is our foundation, the present is our material, the future is our aim and summit. Each must have its due and natural place in a national system of education." The former minister Murali Manohar Joshi., Bhartruhari in his Neethishatakam held that the right to education is most important. "Education is special attribute of man which is latent in him. Education secures wealth, fame and happiness. Education is the teacher of the teacher. Education is the real friend when one goes abroad. Education is god incarnate. Education is honored by the state and money/wealth. A man without education is equal to animal. Higher education leads towards leadership states that a university is then use for the creative talent to sprout; it is the farm that provides fertile soil and favorable climate for one's talent to find the fullest manifestation; it is the environment where leadership develops; it is the place where expeditions into the unknown are initiated and encouraged; it is also the place where inventions and innovations germinate and blossom. No developing nation can allow its university soil to become arid without endangering the future of its youth and therefore its own future. The importance of education can be interpreted from the reply to the question asked from Aristotle. The question asked was "how much better educated men were than those who were uneducated." The reply was, "as much as the living is than the dead." (Dr.Kulandaiswamy, University News, Sept. 27, 1999).

In the present age of science and technology, it has been increasingly realized that one needs to be educated not only to become a better social being, but he should also be a better creative and productive being. Education has come to be recognized as the main instrument of socio-economic change. That is why it has been rightly said that the destiny of a nation is shaped by quantity and quality of students coming out of schools and colleges. Education has been accepted as an instrument of development and for strengthening the values of democracy.
Dr. A.P.J. Abdul Kalam, the former president of India has beautifully explained the need of education to young minds. Our young minds have to be ignited; this ignition is more powerful, compared to any resource on the earth, under the earth, above the earth. Our ancient sages and gurus rightly said that knowledge leads to enlightenment. As the Gurugranth Sahib says: “Darkness of ignorance is lifted as it lit the lamp of knowledge... As the sun rises, disappears the moon. So with knowledge vanishes ignorance... Thus, there is need of synthesis between old values enshrined our ancient wisdom and new developments to promote right education.” In moving words from discovery of India, Nehru says, “We can never forget the ideals that have moved or race the dreams of the Indian people through the ages, the wisdom of the ancients, the buoyant energy and the love of life and nature of our forefathers, their spirit of curiosity and mental adventures, the daring to their thought their splendid achievements in literature, art and culture, their lives of truth and beauty and freedom, the basic values that they set-up, their understandings of life’s mysterious ways, their tolerance of other ways than their ways, their capacity to absorb other peoples and their cultural accomplishments, varied and mixed culture; nor can we forget the myriad experiences which have built-up our ancient race and lie embedded in our sub-conscious mind.

Dr. M.Lakshmi Kumari, president, V.K. Yoga, Kanyakumari, says that the aim of all education, undoubtedly, is the attainment of human excellence and perfection, not must in any field of knowledge or activity but life in totality. Education should be the means to fashion excellent characters out of the very ordinary human raw material. This means culturing of the qualities of head and heart in a way congenial to the growth and development of oneself and others around him. In practical life, this has to be translated a qualities of truthfulness, Righteous living, Purity in personal life, Self-confidence integration of body, mind and intellect, Love and compassion towards all living beings and surrender to Almighty. These are steps leading to the enfolding of perfection already in man. Such a truly educated and cultured man alone can meet the challenges, internal and external, in a positive way, converting them into opportunities helping in his ultimate evaluation. Pursued further, one’s entire thought, behaviour and life itself would come to express the spiritual oneness of the creation and this would be the manifestation also of the divinity inherent in man. A truly educated man, like a true scientist satisfied with nothing
but ones truth has been necessarily spiritual as well. “Education should make people to fit
to live and fit to live with.”

The importance of education, by the words of Dr. S. Radhakrishnan, is not only in
knowledge and skill, but it is to help us to live with others. Co-operative and mutually
helpful living is what we should to train for moral qualities are of greater value than
intellectual accomplishments. We have in our country great natural resources, intelligent
men women and if in addition we learn to work together with pleasure, with pride, with a
sense of duty in the sacred task of rebuilding our country no one can prevent us from
reaching our goal. The general notion of education a few thousand years ago was that of
someone assigning lessons to a group of young people and pushing them for their
mistakes. But now with the introduction of several communication media in transferring
the sophisticated knowledge into simple and understandable from and with substantial
changes in the educational norms as well as norms of the teachers, the system of education
is moving towards a speedy evolution. Education makes a perfect man. ‘Education is man
making process,’ says Swami Vivekananda.

Education is a constant process of development of innate powers of man which are
natural, harmonious and progressive according to Pestalozzi. The purpose of education is
not contradicting or confusing. Education is foundation head of positive knowledge,
negative knowledge reputation and clear cut formulations with solutions. Positive
knowledge may form the essence of experience. Francis Bacon describes, “Histories make
men wise, poets witty, the mathematics subtle, natural philosophy deep, moral grave, logic
and rhetoric able to content”. Education is the process of bringing desirable change into the
behaviour of human beings. It can also be defined as the process of imparting or acquiring
knowledge and habits through instruction or study. When learning is progressing towards
goals that have been established in accordance with a philosophy which has been defined
for, and is understood by the learner, it is called “Education”. If education is to be effective
it should result in changes in all the behavioral components. The behavioral changes must
be directed towards a desirable end. They should be acceptable socially, culturally and
economically and result in a change in knowledge, skill, attitude and understanding. Thus,
in the greatest emphasis should be placed on the behavioural component of an individual.
Spearman states that, “Process of relational thinking whereby knowledge of relation and the discovery of correlates leads to discovery of third and fourth neo-genetic principles.”

HISTORY OF EDUCATION

India has a long history of organized education. The Gurukul system of education is one of the oldest on earth but before that the guru shishya system was extant, in which students were taught orally and the data would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free, but students from well-to-do families payed Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine Astrology and History (the Sanskrit word "Itihaas" means History). The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila University, Ujjain, & Vikramshila Universities. Art, Architecture, Painting, Logic, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics & Politics), Law, and Medicine were among the subjects taught and each university specialized in a particular field of study. Takshila specialized in the study of medicine, while Ujjain laid emphasis on astronomy. Nalanda, being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak. British records show that education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students representative of all classes of society.

UP TO THE 17TH CENTURY

The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshila, Ujjain, & Vikramshila Universities. Art, Architecture, Painting, Logic, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics & Politics), Law, and Medicine were among the subjects taught and each university specialized in a particular field of study. Takshila specialized in the study of medicine, while Ujjain laid emphasis on astronomy. Nalanda,
being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak.

EDUCATION UNDER BRITISH RULE

British records show that indigenous education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students representative of all classes of society. The current system of education, with its western style and content, was introduced & funded by the British in the 19th century, following recommendations by Macaulay. Traditional structures were not recognized by the British government and have been on the decline since. Gandhi is said to have described the traditional educational system as a beautiful tree that was destroyed during British rule. The British established many colleges like St. Xaviers College, Sydenham College, Wilson College and Elphinstone College in India. According to Prof. Emeritus M.G. Sahadevan, F.R.C.P. (London), the first medical college of Kerala was started at Calicut, in 1942-43, during World War II. Due to shortage of doctors to serve the military, the British Government decided to open a branch of Madras Medical College in Malabar, which was under Madras Presidency then. After the war, the medical school at Calicut was closed and the students continued their studies at Madras Medical College.

EDUCATION COMMISSION

The Education Commission under the Chairmanship of Dr. D. S. Kothari, then Chairman, University Grants Commission, began its task on October 2, 1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known consultants in the educational as well as scientific field.

In 1976, education was made a joint responsibility of the states and the Centre, through a constitutional amendment. The center is represented by Ministry of Human Resource Development's Department of Education and together with the states; it is jointly responsible for the formulation of education policy and planning. NPE 1986 and revised
Policy 1992 envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education. In November 1998, Prime Minister Atal Behari Vajpayee announced setting up of Vidya Vahini Network to link up universities, UGC and CSIR.

AFTER INDEPENDENCE

After independence, education became the responsibility of the states. The Central Government's only obligation was to co-ordinate in technical and higher education and specify standards. This continued till 1976, when the education became a joint responsibility of the state and the Centre.

RECENT DEVELOPMENTS

The Indian Education System is generally marks-based. However, some experiments have been made to do away with the marks-based system which has lead to cases of depression and suicides among students. In 2005, the Kerala government introduced a grades-based system in the hope that it will help students to move away from the cut-throat competition and rote-learning and will be able to focus on creative aspects and personality development as well. Discovery education started by Alumni of Harvard, XLRI is a pioneer in this field. This organization has already developed 5 model schools.

INDIAN EDUCATIONAL SYSTEMS

India has been a major seat of learning for thousands of years. While some of the country's universities are among the worlds well-renowned, it is also dealing with challenges in its primary education and strives to reach 100% literacy. Universal Compulsory Primary Education, with its challenges of keeping poor children in school and maintaining quality of education in rural areas, has been difficult to achieve and All levels of education, from primary to higher education, are overseen by Department of Higher Education (India) and Department of School Education and Literacy, and heavily subsidized by the Indian government, though there is a move to make higher education
partially self-financing. Indian Government is considering allowing 100% foreign direct investment in Higher Education.

**Figure 1: INDIAN EDUCATION SYSTEM**

![Indian Education System Diagram]

The system is divided into preprimary, primary, middle, secondary (or high school), and higher levels. Preprimary is usually composed of Lower Kindergarten and Higher Kindergarten, where primary reading and writing skills are developed. Primary school includes children of ages six to eleven, organized into classes one through five. Secondary school pupils aged eleven through fifteen are organized into classes six through ten, and higher secondary school students ages sixteen through seventeen are enrolled in classes eleven through twelve. In some places there is a concept called Middle schools from the standards six to eight. In such cases standards nine to twelve are classified under high school category. Higher Education in India provides an opportunity to specialize in a field and includes technical schools (such as the Indian Institutes of Technology), colleges, and universities. In India, the main types of schools are those controlled by The Central Board of Secondary Education (CBSE) board, The Council for the Indian School Certificate Examinations (CISCE) board, The state government boards like SSLC National Open School and "International schools." These schools mimic the schools in the West in pattern and syllabi and mainly comprise children of immigrants and rich Indians who can
afford it. The exams conducted have the syllabus of anyone of the above-mentioned Councils or Boards.

PREPRIMARY EDUCATION

In India, kindergarten is divided into two stages- lower kindergarten (LKG) and upper kindergarten (UKG). Typically, an LKG class would comprise children 3 to 4 years of age, and the UKG class would comprise children 4 to 5 years of age. After finishing upper kindergarten, a child enters Class 1 (or, Standard 1) of primary school. Often kindergarten is an integral part of regular schools. In most cases the kindergarten is run as a private school. Younger Children are also put into a special Toddler/Nursery group at the age of 2–2½. It is run as part of the kindergarten. There are some organized players with standardized curriculums such as the Shamrock Preschools.

ELEMENTARY EDUCATION

During the eighth five-year plan, the target of "universalizing" elementary education was divided into three broad parameters: Universal Access, Universal Retention and Universal Achievement i.e., making education accessible to children, making sure that they continue education and finally, achieving goals. As a result of education programs, by the end of 2000, 94% of India's rural population had primary schools within one km and 84% had upper primary schools within 3 km. Special efforts were made to enroll SC/ST and girls.

The enrollment in primary and upper-primary schools has gone up considerably since the first five-year plan. So has the number of primary and upper-primary schools. In 1950-51, only 3.1 million students had enrolled for primary education. In 1997-98, this figure was 39.5 million. The number of primary and upper-primary schools was 0.223 million in 1950-51. This figure was 0.775 million in 1996-97. In 2002/2003, an estimated 82% of children in the age group of 6-14 were enrolled in school. The Government of India aims to increase this to 100% by the end of the decade. To achieve this Government launched Sarva Shiksha Abhiyan. The strategies adopted by the Government to check drop-out rate are: Creating parental awareness, Community mobilization, Economic incentives Minimum Levels of Learning (MLL), District Primary Education Programme (DPEP), National Programme of Nutritional Support to Primary Education (Mid-day...
Meals Scheme), The 86th Constitutional Amendment Act was passed by the parliament to make the Right to Elementary Education a fundamental right and a fundamental duty. National Elementary Education Mission, A National Committee of State Education Ministers has been set up with the Minister of Human Resource Development as the Chairperson of the committee. Media publicity and advocacy plans. Sarva Shiksha Abhiyan.

GRADUATION MARKET:

Table 1: Graduation market of India as per Census 2001.

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Holders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>502,994,684</td>
</tr>
<tr>
<td>Unclassified</td>
<td>97,756</td>
</tr>
<tr>
<td>Non-technical diploma or certificate not equal to degree</td>
<td>386,146</td>
</tr>
<tr>
<td>Technical diploma or certificate not equal to degree</td>
<td>3,666,680</td>
</tr>
<tr>
<td>Higher Secondary, Intermediate, Pre-university or Senior Secondary</td>
<td>37,816,215</td>
</tr>
<tr>
<td>Matriculation or Secondary</td>
<td>79,229,721</td>
</tr>
</tbody>
</table>
Table 2: Graduation market of India as per Census 2001.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Holders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>37,670,147</td>
</tr>
<tr>
<td>Post-graduate degree other than technical degree</td>
<td>6,949,707</td>
</tr>
<tr>
<td>Graduate degree other than technical degree</td>
<td>25,666,044</td>
</tr>
<tr>
<td>Engineering and technology</td>
<td>2,588,405</td>
</tr>
<tr>
<td>Teaching</td>
<td>1,547,671</td>
</tr>
<tr>
<td>Medicine</td>
<td>768,964</td>
</tr>
<tr>
<td>Agriculture and dairying</td>
<td>100,126</td>
</tr>
<tr>
<td>Veterinary</td>
<td>99,999</td>
</tr>
<tr>
<td>Other</td>
<td>22,588</td>
</tr>
</tbody>
</table>

EXPENDITURE ON EDUCATION IN INDIA

The Government expenditure on Education has greatly increased since the First five-year plan. The Government of India has highly subsidized higher education. Nearly 97% of the Central Government expenditure on elementary education goes towards the payment of teachers' salaries.
Higher education in India is being de facto privatized on a massive scale. But this privatization is not a result of changing ideological commitments of the key factors—the state, the judiciary or India’s propertied classes. Rather, this privatization has resulted from a breakdown of the state system and an exit of Indian elites from public institutions, to both private sector institutions within the country as well as abroad. Private philanthropy in higher education, which was supportive of public institutions in the past, is also increasingly withdrawing its support. Consequently the ideological and institutional underpinnings of this form of privatization remain exceedingly weak. The hypothesis of “middle class capture” and suggests that education policy, far from serving the interests of the middle class, is actually driven by a combination of ideology and vested interests. We also examine the role of the judiciary in shaping the regulatory landscape of Indian higher education and argue that it an important actor shaping the regulatory landscape of higher education, but in a manner that has done as much to confuse as clarify. Instead of being part of a comprehensive program of
education reform, private initiatives remain hostage to the discretionary actions of the state. As a result, the education system remains suspended between over-regulation by the state on one hand, and a discretionary privatization that is unable to mobilize private capital in productive ways. The result is a sub-optimal structuring of higher education. The most potent consequence of this is a secession of the middle class ironically the very class whose interests these institutions were supposed to serve from a stake in public institutions.

**HIGHER EDUCATION POLICY IN INDIA (1992)**

The followings are the sections revised in the higher education policy (1992) of India for practice:

- Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. (Sec. 5.24).

- In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas. (Sec. 5.25).

- There are around 150 universities and about 5,000 colleges in India today. In view of the need to effect an all round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of and expansion of facilities in, the existing institutions. (Sec. 5.26).

- Urgent steps will be taken to protect the system from degradation. (Sec. 5.27).

- In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability. (Sec. 5.28).
• Courses and programmes will be redesigned to meet the demands of specialization better. Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses. (Sec. 5.29).

• State level planning and co-ordination of higher education will be done through Councils of Higher Education. The UGC (University Grand Commission) and these Councils will develop co-ordinate methods to keep a watch on standards. (Sec. 5.30).

• Provision will be made for minimum facilities and admission will be regulated according to capacity. A major effort will be directed towards the transformation of teaching methods. Audio visual aids and electronic equipment will be introduced; development of science and technology curriculum and material, research, and teacher orientation will receive attention. This will require preparation of teachers at the beginning of the service as well as continuing education thereafter. Teachers’ performance will be systematically assessed. All posts will be filled on the basis of merit. (Sec. 5.31).

• Research in the universities will be provided enhanced support and steps will be taken to ensure its high quality. Suitable mechanisms will be set up by the UGC for co-coordinating research in the universities, particularly in thrust areas of science and technology, with research undertaken by other agencies. An effort will be made to encourage the setting up of national research facilities within the university system, with proper forms of autonomous management. (Sec. 5.32).

• Research in Ideology, the humanities and social sciences will receive adequate support. To fulfill the need for the synthesis of knowledge, inter-disciplinary research will be encouraged. Efforts will be made to delve into India’s ancient fund of knowledge and to relate it to contemporary reality. This effort will imply the development of facilities for the intensive study of Sanskrit and other classical languages. An autonomous Commission will be established to foster and improve teaching, study and research in Sanskrit and other classical languages. (Sec. 5.33).
In the interest of greater co-ordination and consistency in policy, sharing of facilities and developing inter-disciplinary research, a national body covering higher education in general, agricultural, medical, technical, legal and other professional fields will be set up. (Sec. 5.34).

THE NEED OF EDUCATION

As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social and other development should be passed on to new generations.

Learning also has a more specific and relevant objectives, namely, to do, by doing, and for doing. Learning to do refers to two interrelated activities, learning and doing. They comprises, (a) the formation of new ideas or the combination of existing ideas, which we call learning; and (b) purposeful activity leading from one overriding activities are interrelated for the union of learning with doing results in the socialization of the ideas and the purposes of the activity. Learning to do, unlike learning per se cannot be self centered, and unlike doing alone, cannot be wasteful or self serving.

EDUCATION AT COLLEGE

Colleges have become a major educational and socialization setting for American adolescents. For the most part, later adolescents do not arrive at college by chance. They are drawn toward postsecondary institutions because of parental expectations, peer pressure, career aspirations, the lack of job opportunities for high school graduates, or because they are in search of new ideas and new information. Whatever their rationale or their goals, they have chosen to participate in yet another complex educational institution.

As a result of their participation in the college environment adolescents hope to reach their own educational or occupational goals. At the same time, they will be touched by the mission, the value orientation, and the expectations of this new environment. In the role of college students, later adolescents experience presses toward logical thought, scholarship, community participation, and camaraderie that can retain their influence on intellectual and social activity thought out adulthood. During college, adolescents are introduced to new standards of excellence, new levels of competition, and new
opportunities for intellectual growth that stand out as models, inspiring later achievements. During college, students also gripe and groan, fall asleep over books, and waste incredible amounts of time deciding about or avoiding work. Students try to protect themselves from the overwhelming flood of information that sensitizes them to their own ignorance. They step cautiously from course to course, from friend to friend, trying to keep hold of the threads of purpose and self definition that instigated the effort in the first place. As they move along, however, the voyage itself transforms their intentions, so that by the end they seek new goals and expect new thing of themselves.

EFFECTIVE TEACHING METHODS

Achievement in learning is the result of an intensive solitary struggle of each individual with himself. “What, then, characterizes effective teaching? According and as a product of, the originality and personality of the teacher. A general principle for activation, motivation is to involve the student with subject matter in as pleasant a manner as possible. In special cases highly skilled and experienced teachers can stimulate learning by developing a certain degree of truculence by the student toward the subject matter (but not towards the teacher); the student then “proves” he can master the subject matter, and learn by doing so.

To help achieve the preceding objectives, it is essential and important that periodically, the learning students, following his efforts made in the learning process, receive recognizable intellectual rewards. A successful teacher sees to it that these rewards appear at opportune intervals, either in the natural course of events or by subtle artifice. The rewards are potent stimulants (motivation) for further work. It follows naturally that at this psychological stage the student may be hit profitable with an intellectual challenge commensurate with his achievement and ability. We know that learning never” arrives” completely, and a teacher never lets his students feel they have learned all. If the class is small enough to challenge, explore, and develop problems or subject matter by questions directed individually to students for answer, but all means do so. Bore in; give each student all the rope he wants. Let him hang himself if it leads to that, or let him hand g you if you lead him in error. However, you should never leave the session or topic until you
have received or given the best answer you know to the problem- that is, until you have “untangled the rope”.

Students perspire mentally with this kind of exercise, but they enjoy it and leave the class or course with a satisfied feeling of personal intellectual achievement, a confident current mastery of the subject matter, and also admiration for the teacher. It is a most effective method of teaching and learning. It goes without saying that in order to explore a problem as just described (or in any other way) absolute and uncompromising scientific, intellectual, and personal integrity must prevail at all times. Learning by doing is the most effective way to learn. Examples of “doing” aids are field illustrations, laboratory samples, pictures (color and three dimensional models), and students recitations, constructs and drawings. The basic principle that applies here is that the student manifestly is doing the learning.

College provides a time of socially recognized independence from parental rules and restrictions. When going to college, students often must leave, or give up one group (of family & friends) and then accommodate and learn about a new group. It can be stressful analyze new social norms, learn new set of behaviors, and consider adopting a particular identity and group affiliation. The opportunities can be exhilarating but the choice should not be made hastily. Balancing socializing and working, college offers an assortment of opportunities for both advancement as well as distraction. There are so many potential friends, parties, courses, things to do, places to go. But not knowing what direction is best and not wanting to miss out on anything, students often try to be included in everything.

Higher education must be acquired by learning. Achievement in learning is the result of an intensive, solitary struggle of each individual with himself. The role of the faculty is to create a set of conditions and an atmosphere under which a group of students can learn, that is, acquire an education. The acquisition of an education then permits each student to play a self assigned role in society. More specifically, the role of the faculty is to show the student what to study, to challenge the student by a setting high standards, to encourage and to criticize in order to spur to further achievement, to help surmount blind spots which the ablest among us always develop, and to evaluate each student's progress in
terms of the instructor's experience. To practicing teachers it soon becomes apparent that
effective teaching is partly a science. Hence, there are colleges of education. Effective
teaching is in larger part an art, for many teachers become stimulating to students even
though not a spate of their time was spent in colleges of education. Artists even in the
teaching profession, disavow following either many or well marked guidelines (a mark of
science) to success in their disciplines. Nevertheless there are several basic ingredients
used by each successful teacher in his formula for inciting learning in his undergraduate
students. They are, every teacher worth his salt must have and exhibit sincere and high
enthusiasm and belief in the subject he is presenting. Enthusiasm is infectious. If he the
teachers are not sincerely enthusiastic in what they are teaching, change subjects or
abandon teaching. The teacher would not deceive bright students.

The concept of structure building and structure changing (Levinson 1986) is
particularly important to a conception of life periods in adulthood. A number of extensive
reviews of life-age and life-cycle theories were completed in the 1980s by researchers such
as Checkering, Havighurst, Neugarten and Hagestad. These researchers discussed
sociological changes (political, technological, economic, and on and off-time crises that
can result in life-cycle changes which may have a significant impact upon the functioning
of the individual.

ACADEMIC PROFILE OF COLLEGE STUDENTS

Academic profile of college students like... study involvement, study habit, class
room culture and purpose of higher education ...when the students are sound in these
areas and have less personal and psychological problems then they may be said to enjoy
better Academic profile. However, students don’t have a clear vision regarding their
reason for being in college, perhaps, they are there at their parents insistence while do not
realizing what they really want to in their life. Sometimes courses and majors are chosen
to please others, but have little or no relevance to the student’s true interests. Many
students just aren’t sure about what they really want to do their future. A large number of
post graduate students are struggling with the many demand of college life, as also kin
dealing with major emotional issues such as loss, depression, anxiety, adjustmental and
personal problems. Undiagnosed and untreated, many of these kinds of problems lead to academic difficulties or failures.

Attending college can also be a time of unpredictability and can greatly impede on student’s mental health, too often resulting in depression. Singh (1965) studied some non-correlated of academic achievement of college students. The study revealed academic achievement was significantly and positively related to intelligence, concept formation ability and academic motivation. The relationship between achievement and family union though positive was not statistically found to be significant. In general the problems of higher and university education in indispensably is nothing but the problems of Indian society. If we wish to establish a society based on the principle of democratic socialism, we will have to reorient the entire educational structure. But unfortunately there is still a lag between our idea and reality. Our universities have not been able to shake off a heavy load of bookish learning.

The Kothari Commission has very aptly quoted in its study “on the real conditions of the Indian universities”. Looking of Indian universities a century after their foundation, one cannot but help feel that they have failed to adopt themselves sufficiently to the vast and unique opportunities which surround them, they seem to have last enthusiasm and initiative under the crushing problem which surround them; they seem to have last enthusiasm and initiative under the cursing problem which have beset them. Despite three major commission, they have not been able to extricate themselves from them own brief history, with a few notable exceptions they remain examine bodies. As universities multiply in number their academic standards, relative to those else where don’t improve the universities remain alien implantations, nor integrated into the new India. This is one reason why to the observer from out side the Indian intellectually displaced person nostalgically treasuring jobs trends of communicated with England … universities have respond to sharply to the challenge of Asiatic culture.” The main problems of higher education are as follows;-Aimlessness, wastage, unsuitable curriculum, specialization in education, lack of guidance and counselling, low standard of teaching, English as medium of instructions, defective system of examinations, indiscipline, and student societies.
RATIONALE OF THE STUDY

The present study on the academic profile of the college students deals with six dimensions namely, study involvement with sub-dimensions i.e., college environment, self-confidence, involvement, feedback, and peer relations, study habits with its sub-dimensions namely, home environment and planning, reading and note-taking, planning of subjects, habits of concentration, preparation for examinations, general habits and attitudes, and college environment, classroom culture, purpose of higher education, adjustments with various sub-dimensions, namely home, educational, emotional, and social adjustments, and personal problems.

The rational of this study deals with above mentioned six major key variables and its interrelationships. The present study is proceeded with the assumptions that the students with high study involvement will have good study habits, the students who possess good study habits would influence on the classroom culture, in turn the better classroom culture bring forth higher purposes of higher education and this enables to college student better adjust with home, college and studies, and thereby reduces the personal problems. The major concepts required for the research study is explained above and this chapter accompany the next chapter which gives essential literature reviews.