CHAPTER ONE
1.1 Education - its concept and definition

'Education' is not a simple 'unitary' concept. It is not a concept like 'gardening' which refers to a particular type of activity. The concept of Education is used in variety of context and with different shades of meaning.

Etymologically, 'Education' is derived from 'educare' which means 'to lead out', 'to draw out' or from 'educere' meaning 'to bring up', 'to train', 'to mould' into desirable forms. The Dictionary of Education defines education as the aggregate of all the processes by which a person develops ability, attitudes and other forms of behaviour of practical value in the society in which he/she lives (Nayar, Dave, Arora 1983).

Although, it is difficult to come out with a precise definition of 'education', certain criteria which characterize the activity of education, can nevertheless be identified. Firstly, it implies that something worthwhile is being transmitted in a way that is morally acceptable. That is, the content of education should be worthwhile and even the good content must be passed on, in ways that cannot be objected on moral grounds.

Another requirement of education is that, it should give an individual not simple mastery of a skill, but also some body of language and some kind of conceptual scheme to raise this above the level of a collection of disjoined facts.

A further requirement of education is, what has been termed as 'cognitive perspective'. A man cannot really be considered educated unless he has developed such cognitive perspective. Education cannot be tied down to a specialized competence viz., scientist, philosopher, cook etc. Education is concerned with development of the whole man and not just a part of him (Nayar, Dave, Arora 1983).
1.2 Different views about Education:

Various educators have put forward different concepts of education since long. Undoubtedly, these concepts reflect their views about contemporary social life and philosophical thoughts. In ancient Indian views, 'education' is the process of self-development and self-realisation. Swami Vivekananda put emphasis on 'Man making education'. To him, "Education is the manifestation of the perfection already in man" and "the end of all education should be life-building, man-making and character-making" (Nayar, Dave and Arora, 1983). By education Mahatma Gandhi meant, 'an all-round drawing out of the best in child and man -- body, mind and souls' (Nayar, Dave and Arora, 1983). Plato said, "The purpose of education is to turn the whole soul round, in order that the eye of the soul or reason may be directed to the right quarter. Education does not generate or infuse a new principle, it only guides and directs a principle already in existence" (Nayar, Dave and Arora, 1983).

Comparing the education system of ancient Greece, China and modern Japan, Sir Bertrand Russell (1959) commented that no education system had been directed by the love and affection to the children. That is why he said that the teacher should love his children better than his state or Church; otherwise he cannot be an ideal teacher. If knowledge wielded by love, can be imparted to the students truly, then they will surely become 'free citizens of the universe'. Therefore, creation of open-mindedness and cultivation of intelligence is the main purpose of education. Radhakrishnan Commission (1948) also pointed out that the main aim of university Education would be the creation of capable persons to lead the different sections of the society in the right direction.

On the other hand, non-formal education has also played a vital role in the advancement of education system in India. In Dr. Vithal Rajan's, "Note on Formal Education", (Rajan, 2000) we find that a great debate took place in the 19th century regarding the direction of the educational system. The orientalists comprising of several British, promoted the idea of an education
orientalists comprising of several British, promoted the idea of an education system, based on our own culture in local schools, in the Indian languages. On the other hand modernists of that period like Raja Rammohon Roy preferred the western education in English. But, four great Indian leaders, Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi and Rabindra Nath Tagore, criticized the western approach to Indian Education. Rabindra Nath Tagore with his experiments in Shantiniketan and Viswabharati University, set a new trend in education; while Swami Vivekananda concentrated on National resurgence through the Ramakrishna Mission movement; Sri Aurobindo on spiritual regeneration; and Mahatma Gandhi on achieving Swaraj. Whatever may be the system of education, its development and the significant role of the teachers in this respect are undeniable.

Thus it is a recognized fact that, the educational development has contributed to human progress more than any other factor. Towards the end of the 20th century, this factor has assumed overriding importance. The countries that has been able to develop the capability of generating knowledge to the well-being of their people are the countries in the forefront of development today.

The capability of developing knowledge and carrying out research depends largely on the institutional base a country has, for creating and imparting knowledge. The capabilities of institutions to carry out these tasks depend on the quality and competence of the academic community, which means teachers and researchers. The quality and competence of teachers, in turn depend on the ability of the institutions to recruit and retain the talented and well-qualified and also to provide a work environment that encourages them to enhance their performance effectively. The countries that have been able to attract talented persons and retain them, providing them with a sound supportive environment are, verily, the countries that have performed well in other areas of human endeavour as well.
1.3 System of Higher Education:

From past to present, the education system has undergone radical changes. Formal education, which comprises of education at school, colleges and universities has been changing rapidly. Formal education can be broadly divided into several heads namely, School Education, (both primary and secondary), Higher Education, Technical Education and Adult Education mainly. In the context of the present investigation, the system of higher education is most important. The system of higher education plays a vital role in nurturing human resources. The system of higher education in India has made significant progress during the last 50 years. From 22 Universities, 500 Colleges, 1,00,000 students in 1951, the number has increased to 228 Universities and University-level institutions, 8,200 Colleges and 6 million students in 1995-96. Likewise, the number of teachers, there are 9099 Professors, 18,624 Readers and 40,518 Lecturers in the Universities. There are 33,289 Senior teachers (comprising Principals, Professors, Readers and Senior Lecturers) and 1,95,662 Lecturers (including Assistant Professors and Assistant Lecturers) in the Colleges all over India.

1.3.1 University Grants Commission:

The University Grants Commission (UGC) was established by an Act of Parliament in 1956. It monitors, co-ordinates with the states and helps maintaining standard of teaching, examination and research in Higher Education. It disburses grants to Universities and Colleges, advises Union and State Government on measures to improve University Education and frames rules and regulation for teaching and research.

The U.G.C. has no fund of its own. It receives both Plan and Non-plan grants from the Union Government to carry out the responsibilities assigned to it by the law. It allocates and disburses full maintenance, develops grants to the Central Universities, Colleges affiliated to Delhi and Benaras Hindu University and some ‘Deemed Universities’. The Universities and Colleges
established by the State Governments also gets U.G.C. fund (Non-plan) for specific programmes or development schemes.

There are 16 Central Universities in India which are funded by the Union Government; another such University is planned to be set up in Mizoram. Besides, there are 37 institutions which have been accorded University status and are called, 'Deemed Universities'. The State Government under law are entitled to establish their own Universities, funded by the respective State Government which provides maintenance as well as development of the Universities. The coordination and co-operation between and the Union and the State is brought about by the Central Advisory Board of Education (C.A.B.E.).

1.3.2 Academic Structure:

There are three levels of qualifications in the Higher Education system. They are:

- Bachelor / Under-Graduate level,
- Master / Post-Graduate level,
- Doctoral / Pre-doctoral level,
- Diploma Courses are also available at Under-Graduate and Post-Graduate level.

The Bachelor Degrees in Arts, Commerce and Science are of three years (after twelve years of school education) either in Honours or Pass courses. The Masters Degree is normally of two years. A Pre-doctoral programme - M. Phil. is taken after completion of the Masters Degree. This can either be completely research based or can include course work as well. The Ph.D. is awarded two years after the M. Phil. or three years after the Masters Degree. Students are expected to write a substantial Thesis based on research.

The teaching faculty of the Colleges and Universities in India comprises of Lecturers, Readers and Professors. It is noteworthy to point out in this connection that the post of Professor exists only in the Universities and
in those Colleges where the Post-Graduate courses are being taught. The qualifications of the above mentioned teachers, their process of recruitment, career and professional development, accountability as well as their pay scales have been discussed in the next chapter.