CHAPTER VII

CONCLUSIONS AND SUGGESTIONS

New pedagogies and new technologies will drastically alter the internal organization of the school as well as its relation to other educational institutions ... in the end, what education will demand will depend on what Indians, as a society, demand of it.

— Charles E. Silberman

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CHAPTER VII

CONCLUSIONS AND SUGGESTIONS

This study which has started with the implicit hypothesis that there are some implications of the recent developments in the field of elementary education, its organization and administration of advanced countries like England, the U.S.A., and the U.S.S.R. for India is ending here with the conclusions, suggestions and emerging problems.

CONCLUSIONS

The countries referred to here in this study for their comparison and necessary implications in the field of organization and administration of elementary education for India are largely advanced and progressive ones with rich traditions and fascinating historical backgrounds. They provide an illustration of their unceasing efforts and
remarkable dedication to uplift and advance the life of millions of men and women by making education a meaningful phenomenon.

A. ENGLAND

England has a long religious and social traditions which might have a spiritual bearing on her brought up as a nation. Religion penetrated the emotional depth of human nature, it conditioned habitual reactions in the daily life and it coloured the reasoning ability of a creative mind.

At present England is in the process of undergoing a radical change in her economic and social structure. It is under the combined impact of changed internal and international relations and the principles of socialism that the old England of economic and social individualism is gradually passing away. However, England has not followed the Russian example of revolutionary change. The radical change is being introduced quite gradually under the traditional form of parliamentary legislation with the preservation of the old historical
structure of the state.

Thus, England has proved to the world and especially to India her exceptional ability to incorporate new and even radical ideas in the old inherited system without uprooting it. A similar process is going on in education. The whole system of elementary education has been changing, preserving the outward traditional features, but substituting a new content.

And this is what India has to learn and implement from England. It could be said that English education faithfully reflects the social stratification of the population. Ninety three per cent of the age-group between 6 + and 12 attend the elementary schools. It means that out of an age group of 580,000 boys and girls, 540,000 are in public elementary schools and 4,0000 in private system.

As a result of educational reform campaign and consequent commissions appointed to make necessary recommendations and the decisions taken by the government, some remarkable changes have been
effected, the most recent of which are known after the name of Lady Plowden. Both administration and finance of education were reformed.

It has been observed that the English system of educational administration is neither centralized as in the U.S.S.R. nor it is decentralized as in America. It is a joint concern between central and local authorities, which, while avoiding the defects of undue regimentation in curricula, textbooks and control of the teachers from the centre, gives the Ministry of Education adequate authority for planning and reorganizing the school system on a national basis.

Even then, the local traditions, needs, differences and interests have full scope for development through genuine self-government by local education authorities.

This is one of the striking examples which India needs to understand, accept and follow with intensive efforts to make it a successful tradition within her present pattern of democratic decentralization.
The Education Act of 1944 abolished Part III Authorities including their areas within the jurisdiction of County Councils and extended the equalizing financial policy. The new Ministry of Education controls and directs the L.E.As for the effective execution of national policy.

Under the new law, the Minister has been given the power to compel the L.E.A. or even to take independent action himself to secure the proper organization of schools with a view to ensuring equality of opportunity for all children.

This has given a definite change to the balance of power in favour of the Ministry.

As in the administration, there are notable features and recent changes in the school organization at local levels also. The school buildings constructed with new trends and approaches; the curriculum change that may be called revolutionary and dynamic; the teaching methods completely psychologised and activity oriented the instructional material made available easily; the examination system based on the beautiful blending of
traditional and modern principles; the teacher's training and status, including their professional equipment; the production of text-books quite on scientific line; the local interest and participation in the school operation and the government responsibility shifting the emphasis on the development of education in accordance with the life and expectations of the people are some of the most remarkable features of English system and administration of education, especially elementary education which provide an effective implication for India.

B. THE U.S.A.

The U.S.A. alone is an essentially new country of the four countries discussed under this study. She has had her own historical and cultural differences. Her history is very short since she is a recently discovered land. The circumstances under which the U.S.A. had risen and begun her existence made her independent, prosperous, progressive and democratic. She could acquire her own unique significance in the world and gradually became an advanced country.
in the world.

The American education that had its origin in the social, economic and cultural conditions of the past effectively responded to the needs and aspirations of the people. The present system of education has been largely possible due to the democratic philosophy of America and the pragmatic approach of the people.

Despite the above facts, America is still in the making and looks forward and believes that tomorrow is always better than today. India can and should inculcate this spirit and possess an optimistic view as the Americans do. They further need to remember their past glorious heritage and broaden their outlook.

The American philosophy of life and her educational system unavoidably reflected the conditions of American growth and tended towards pragmatism and relativism. It is John Dewey, the representative American philosopher and a leading educational pioneer with pragmatism and experimentalism who
gave full expression to the frontier spirit of America and profoundly influenced the theory and practice of contemporary American education.

Though the American school system is still in a period of transition, the majority of the schools have been reformed and regraded. The elementary school of America is the historical common school attended by all groups of people irrespective of creed origin or wealth. The reformed elementary school has only six grades while the unreformed has eight grades. The school is secular and religious instruction has been eliminated from the public school system.

Education had been excluded from the perview of the Federal Government by the constitution of the U.S.A. and each state was left to build its own educational system. But some of the states have relegated the obligation of education to the local authorities. Thus, local administration in education is a historical tradition in America.
This is one of the best and most effective implications for India.

There are three main systems of local control of education. The most popular is the District System which has proved to be a main obstacle to an even advance of American education in the present transition period of progressive reforms. The urban school and rural school systems are the other two with some differences.

The other two forms of local administration combining the operation of many schools under the control of a local Board of Education are much more efficient and have larger and better equipped schools. But because of the absence of equalising control and financial aid from the state, there are great differences between townships and counties.

Out of forty-eight states of America, only one state has established the State System of administration with direct control and financial support to all public schools within the states.
Despite the fact that the rights of the States in education have been safeguarded by the constitution of America, the intervention of the Federal Government is of long standing. The Federal Government distributes an enormous grants to the States' educational finances. Even then it amounts only to about three per cent of expenditure on education by the States. The major source of school finance is still from the local unit.

India too, can very well understand this fact that education is not only a state responsibility, it is also a public responsibility.

There is still an acute paucity of the supply and training of teachers in the U.S.A. All the States have different systems of teachers training, certification, appointment and salary scales. There is a great inequality in conditions of service and remuneration of teachers.

The enormous wealth accumulated as a result of America's tremendous growth and progress in agriculture and industry and also accelerated exploitation of natural resources, have provided full
scope of development and expansion of education. The principles of democratic way of life and of pragmatic approach to life have also given a dense flux of school systems. The consequences are happy, in the sense that magnificent school buildings with ample equipment and modern scientific aids and electrical appliances have been at the disposal of all children.

The frequent curriculum change and rich textbooks are also placed at the disposal of elementary education and teachers who are adequately being trained and given reorientation in accordance with the need and changing public demands.

The class-room practices are fast changing yielding new results and formulating varied objectives. The greater emphasis is being laid on the inculcation of individuality, democracy, scientific outlook, international understanding and on the efficiency of meeting the day to day challenges.

It could be briefly stated that the American administrators are conscious of the defects of their education. They still seek to realise in
practice the full meaning of 'equality of educational opportunity.'

C. THE U.S.S.R.

It was, when a Soviet citizen became the first human being to fly in the space and the Soviet Union became the pioneer in the space exploration, that the world began taking more and more interest in the educational system of the U.S.S.R.

The U.S.S.R. is a large country covering territory of 22.4 million square kilometres. We should always remember that the U.S.S.R. is a multinational State comprising over a hundred peoples and nationalities speaking 108 languages of which 48 nationalities had no written language of their own before the Revolution. This reminds us of our own past and present situations in India and also of the complexities relating to our peoples, their languages, customs and many more diversities.

The Soviet system of education is based both on the countries traditions and new socialist changes.
introduced after the Revolution in the context of scientific and technological outlooks.

As in England and in the U.S.A. public education develops in accordance with the demands and needs of the society in the U.S.S.R.

Since all schools and other educational institutions are set up, maintained and guided by the state, a uniformity is ensured in the level of planning, curriculum, training of teachers etc. A state supported system of education precludes disorganization, dependence on private or public charity and the use of school for commercial or other purposes which interfere with its proper functioning.

There are equal opportunities for all peoples of the U.S.S.R. in enrolling in the countries educational establishments and study in their native language. This is quite a noteworthy feature of democracy and has a good implication for India. Besides, they are no differences of whatsoever nature between the men and women at any level of education regardless of teachers and taughts.
The most remarkable feature of the Soviet education is her unified school system throughout the country for all citizens of the U.S.S.R. Furthermore, the school and other educational institutions are completely separated from the church. Education is based on freedom of conscience and a scientific, materialistic outlook.

In the Soviet eyes, the largest diamond is no more valuable than a child and, therefore, spoiling a human being is either a monstrous crime and immense, though unwitting guilt.

The U.S.S.R. has immensely developed kindergartens or creches which are a great help to Soviet Women who account for three-quarters of the country's doctors and teachers. The kindergartens are fully equipped with both materials and men and contribute tremendously to the elementary, secondary and higher education by laying a deep foundation of Soviet educational spirit and national objectives.

There is schooling for eight years which consists of two stages: primary - forms one - three, and secondary - forms four-eight. Forms one to three
are elementary with one teacher one class system. Elementary education in the U.S.S.R. aims at developing the pupils cognitive abilities and teach them how to learn. It further helps them foster morally and spiritually. The curricula include various functions the children must perform: tidying the classroom, hygiene duty, watering the plants, working in the school canteen, to collect medicinal herbs, pick mushrooms, berries, seeds etc.

At present a standard uniform curriculum has been introduced at all levels of school education. This curriculum preserves the natural sciences - humanities ratio traditional in Soviet schools, with the humanities taking up 40 per cent of the tuition time.

As regards administration, it could be stated that the Soviet pattern of educational administration is highly centralized. Only the institutions of general education, pre-school, primary, secondary and adult are administered by the Ministries of Education of the Republics, independently of Federal Control. But, even then, the unifying
influence of the Federal Communist Party resulted in the uniform structure of the school system throughout the U.S.S.R. Pre-school institutions, primary and secondary schools are directly administered by provincial and autonomous regional Departments of Education.

Thus, it could be noticed that the Soviet school system has undergone a tremendous change as a result of the Revolution and the highest emphasis laid on the development and strengthening of the Soviet principles including the building of the Soviet man. It is in no way that the Soviet education is lacking today, but too much emphasis on uniformity, centralized policy, mechanical and productive mindedness with staunch opposition of religion and church apparently fall under criticism. Similarly, extreme centralization of education at the cost of free thinking planning and development and also of individuality is in no way an appreciable point from the Soviet education.

D. INDIA

As in the past, education has been accorded an honoured place in the modern Indian society and is looked upon
as an object of highest national importance and social significance. In the post-independence period, a major concern of the Central Government and the States has been to pay increasing attention to education as a factor vital to national progress and security. Several Commissions appointed to review the problems of educational reconstruction made a number of recommendations some of which were implemented.

Towards the end of the Third Five Year Plan an acute need was felt to hold a comprehensive review of the whole educational system with a view to initiating a fresh and more determined effort at educational reconstruction; and the Education Commission (1964-66) was appointed under the leadership of Dr. D.S. Kothari.

In spite of the unprecedented progress made after independence, it has not been possible to realize the Constitutional directive that free and compulsory education for all children until the age of 14 will be provided by 1960.

It has been observed that both quantitative and qualitative expansions are on during these years.
but the latter is not so satisfactory. The Fourth Five-Year Plan has envisaged the setting up of schools within the reach of every child and that is the first necessary step towards universality of enrolment.

For some time past the policy and practice of Basic Education has been introduced in elementary schools; but the results are not so satisfactory. As a result of the Education Commission's (1964-66) recommendations and the phrase 'work experience' the concept of and faith in Basic education was shaken. The Government of India's resolution on National Policy on Education (1968) has not made any mention of Basic Education. The National Institute of Basic Education set up by the Government of India functioning as an important department of NCERT for the purpose of research, extension and training in Basic Education has been wound up.

The administrative set up and organization of elementary education has undergone a tremendous change according to the policy of decentralization. The local authorities viz., District Education
Boards, Taluka Shikshan Samities and Village Panchayats functioning as responsible authorities to look after elementary education are, no doubt, good, but still they need reorientation.

The State Supervision and control as well as the Federal Consultative responsibilities towards elementary education need some modifications and fresh considerations.

The school organization pattern concerning the important problems of admission, duration, curriculum, textbooks, examination etc. is not satisfactory and therefore needs light from the experience of England, the U.S.A. and the U.S.S.R.

So also is the tremendous problem of teachers, their training and status. This deserves a quicker and wiser solution, since on it depends the progress of elementary education as a whole.

The financing of elementary education is another major problem of India today which baffles the States. A satisfactory solution to this important issue should be brought in the light of experiences and practices of countries abroad.
In the end it could be predicted that the progress and prosperity of India which depend on mass education, will gather velocity provided that the standard of elementary education is reasonably improved, its organization remodelled, and administration humanized on the examples of other countries under this study.

SUGGESTIONS AND RECOMMENDATIONS

The last phase of this research-study has been devoted to making a few suggestions and recommendations after sketching a portrait of elementary education abroad in the form of conclusion. Naturally, some problems and the future of elementary education in India should find some discussion at the end of this chapter.

As a matter of fact, it is for the educators who recognize the bankruptcy of the present system of elementary education in India, but remain uncertain about the next steps, that they should get light from the experiences of the other countries. This study, therefore, in that way provides sufficient ground and data to the planners and thinkers of
The investigator takes the opportunity to make the following suggestions and recommendations in different areas of the structure of organization and administration of Elementary Education in India:

1. Restating the Aims

The present aims and objectives of elementary education need reconsideration and restatement in the context of the constitution and emerging new and challenging situations, as a result of India's growing horizons of scientific and technological expansion. The principal and foremost aim should be to provide a motivating background to a child along with the rudimentary information and skill of subjects like mother tongue, Arithmetic, History, Geography, Science, Civics.

Free, individual growth and development should be a dominating factor of the aims of education. The child's future and present should be accorded a priority. Elementary education should provide for the all-sided development - physical, mental
social and emotional - of the child through multifarious school activities. Education at this level should seek to instill in the child broad principles, practices and traditions of India and the modern outlook of this country. Significance of good health, dignity of labour, and inculcation of good habits along with moral values should have a basic bearing on elementary education.

In brief it is recommended that the aims of elementary education should be based on the uniqueness of India with reference to modern world.

2. The Duration

Looking to the practices of the U.S.A., the U.S.S.R. and England and comparing their achievements in the field of elementary schooling, it could be suggested that admission to elementary school should be made at the age of 7 + of the child in India. It should continue upto 11 + age, thus, giving a four years' duration. The provision for nursery
schools or kindergarten should be made on large scale all over the country give full scope of development to all children for two years before they are admitted to elementary schools. Thus, two years for pre-primary education and four years for elementary education should be a pattern. There should be four grades, the first two on the line of kindergartens with gradual detailed programmes.

3. The Curriculum

It has been a recognized principle of modern education now, that practical and constructive work makes a powerful appeal to children. But the manner in which we should have exploited this truth which is great and revolutionary, has been very hesitant and unadventurous and, therefore, needs reconsideration.

The curriculum should be reconstructed bearing in mind the aims of education in particular and the modernization of world education in general. The curriculum should not be conceived
as a collection of subjects. It should be a field of creative activities with instruction as incidental or instrumental to the aim of these activities. These activities should be described as play at the infant stage, and at the elementary stage as projects.

The broad curriculum consisting of the Mother-tongue, Arithmetic, Social Studies, Science, Drawing, Craft and Physical Training should be introduced with less theoretical and more practical viewpoints. The subjects like science, social-studies and arithmetic should be most rudimentary and practice-oriented. Language should have skill-oriented purpose and, therefore, the special emphasis should be laid on developing the language skills - oral and written comprehension and expression.

Every aspect of the curriculum should be rich in providing work experience and a feel of individual taste and difference.

The method and manner in which the craft as a subject is introduced in the curriculum should
be changed. No hesitation should find a place in choosing only a few crafts like spinning, agriculture or cane work. It may be any according to the local situations, demands and resources. May be that diamond grinding, cloth dyeing etc. are some crafts which should be undoubtedly chosen and introduced.

There is every reason why a child should not be allowed to work for commercial profit at the cost of his own future.

Special place should be given to health and hygiene in the curriculum and also to sanitation.

4. The Teaching Methods

Like the other great Arts through which mankind has built up its cultural and intellectual heritage, the art of education also requires a longlife preparation - only more emphatically so, since it is synonymous with growth, both for children and for teachers.

This concerns the teaching methods applied to the elementary school classes. In India a new
outlook needs to be created in this respect giving up old traditional concepts of teaching. England can provide a striking example to Indian teachers and school organizers. Basic principles of the psychology of learning and teaching should govern these new approaches.

The validity and reliability of streaming procedure that is in practice in England should be understood and accepted in the context of Indian environment and be best utilized to achieve better results. Similarly the practice of teaching individual pupils in unstreamed classes, cooperative teaching and other innovations in English primary schools need our attention and acceptance. Of equal significance are the modern experiments in American and Russian elementary schools. They are: team teaching, programmed learning, projects, conceptual teaching and self learning which should be given proper place in our teaching methods.

In the classes of elementary schools of India the teachers should be exposed to activity centred teaching methods. Mere blind imitation
and false fascination of foreign practices cannot and should not dominate the switch-over operation. A scientific and meaningful approach must be taken to make the curriculum more relevant and the methods and organization more in harmony. It should ensure a supportive and stimulating environment in which little children growing up may develop their powers, enlarge their vision of the world and begin that important imitation into the intellectual and moral tradition which underlies all civilized life; and without too great a fear of failure, explore and test their own view of themselves.

In brief, practice-oriented methods that promote self-learning and provide meaningful and direct experiences should be introduced along with new curriculum.

5. Examination System

Although a great deal of discussion on this much debated issue has been carried on and many suggestions made, no noteworthy improve-
ment has taken place in Indian elementary schools. It is because of the lack of motivation and understanding of the basic factors that bring a change - the teachers.

The American revolutionized examination system does not and should not have the only bearing on ours. A beautiful and practical combination of both America's and England's experiments should be made in the present examination system of India. Of course a system of chronological promotions is in the best interest of this country, some kind of informal written tests need be given. But in no way, should these tests be determining factors in the grades of the pupils.

One public examination at the end of elementary education consisting of oral and written facets and evaluating the basic requirements of real education such as: information, knowledge, skill and application, should be introduced and certificates awarded to successful candidates for admission to Secondary schools.
The concept of examination should be discarded and instead, evaluation be made operative. The recent development in the science and technology of examination should be introduced at an early date.

6. Teaching Staff

The desired educational reconstruction in India at the elementary level depends for its success primarily on the quality of the teaching profession that carries it out. How shall we equip the schools with the teachers? And how shall we equip the teachers for the infinitely responsible part that they will have to play in the educational renaissance?

The majority of the teachers at the elementary school level must be matriculates with professional training and one-fourth of them should be trained graduates. By according the topmost priority and significance to elementary education strategy and allocating the maximum funds to it, this could be done. The problem of even educated unemployed people could be solved this way.
The basic qualifications for these teachers should be again sincerity, feeling and steadfastness towards the profession and full faith in it. These qualities should be recognized and inculcated during the training period.

The training institutions should also play a vital role in equipping these teachers by widening their interests and appreciation, enlarging their contact with life and giving them a more enriched personality so that they may influence the growth of their pupils healthily. They should impart training in enabling the teachers to handle modern teaching-learning situations, evaluation techniques and to understand the pupils at large.

No teacher, at this level, should be worried for his family's well being and therefore his remuneration should not be less than Rs. 400/- a month. This will improve his social status.
Periodical orientation courses for the teachers should be organized and revision be made of content, method, attitudes, salaries and many more aspects of the teaching profession.

The practices of American and English as well as Russian Elementary schools deserve attention in proper context of our socio-economic conditions and manpower planning.

7. Welfare Services

In spite of India's meagre resources and thin educational allocations, it may be recommended here at least some beginnings in the welfare services to the pupils and teachers. Free education, mid-day meals or milk service, medical treatment, transport facility and textbooks supply are some salient features of welfare services in advanced countries. India can and should introduce some of these on small scale with local support from charity funds, temple properties and Government grants. It is the local authority that is quite a competent body to introduce this in the total
development of education. The time has now come, when we should accord recognition to the principle, "Any good in education is possible through the betterment of individuals involved in it." And there is the need of welfare services.

8. The Structure of Administration

As a matter of fact the progress and improvement in education depend on how it is managed or administered. The patterns of administration of education in England, the U.S.A. and the U.S.S.R. are indeed good, so far as their local situations are concerned and national needs are felt. But in India we cannot totally welcome and imitate them. The implications for India are many indeed; but they should be in proper context. The investigator suggests to modify the present administrative set-up as follows:

Firstly, school districts consisting of not more than fifty schools should be formed delegating almost all powers of administration to the school boards. The board should have its elected
members who must be properly qualified and experienced in education. No laymen should have any place here. The board should be in charge of a Superintendent who is appointed by the State and assisted by several experts who may help him administer various aspects of elementary education. There should be some supervisors to look after the school operation. The board should have exclusive powers pertaining to education in its district, but strict adherence to the State educational policy in general. Freedom and local initiative should have proper place, no interference should be made by the State. Secondly, the State Department should be remodelled giving fuller scope to local school districts and extending to them expert guidance, assistance and vigilance where required. The bureaucratic attitude should be substituted by democratic practices.

Thirdly, there is no need of district inspectorate, since the supervisory functions are to be the part of the district school board.
Fourthly, the Federal voice, responsibility and interference should be nil. It should care for the faithful observance of the Constitutional directives and where needed function only as a consultative body.

All these should have their implications from the American School Districts, their Supervisory Functions; the L.E.As of England and H.M. Inspectors.

9. **Supervision and Control**

As has been suggested above the local efforts and responsibility should be considered to be the most advisable and effective force of education. The district Superintendency as proposed above should have a supervisory wing with staunch, experienced, educationists to supervise and control the school operation. The investigator suggests that an effective supervision programme should be prepared to have proper check on individual school functions of all types. Not only teaching but also, building equipment, textbooks, examination,
hygiene and sanitation, physical and mental development of pupils, teachers' growth, training, status and so on should be supervised and expert guidance provided for improvement.

Furthermore, there should be State Supervisors through the Department of Education who are supposed to supervise the functions of the district supervisors and control them respectfully by checks and balances. They must be of the present deputy director's cadre and having long experience of and insight in education.

The above two suggestions concern the administration of Secondary Education also. No separate provision be made for high schools. The same structure of administration should supervise secondary schools.

10. Financing of Education

Despite the fact that the State has accepted the responsibility of education, and particularly free, compulsory and universal elementary education, much remains to be still done because
of adequate finance. No State, however, rich it may be, can provide as much amount as its people want for their education. It is, therefore, suggested that there should be a partnership in educational finance if at all we want better results. Let the State spend money on only welfare services provided to the teachers and taught. The local education authorities should positively finance education through public funds. Why not they should exploit the magnificent funds meaninglessly hoarded in Temple Trusts, Charity Trusts and others?

As in the U.S.A. and England the financing of education in India should be wisely made through joint efforts of the State and Public. Such a system, which is in force in India, is fully justified.

Since the local community or parents are interested in elementary education because their children are direct beneficiaries of the programme, the local authorities have no greater responsibilities
than supporting and improving elementary schools within their areas; the State Governments is constitutionally responsible for elementary education; and the Central Government has a responsibility to equalise educational opportunities in all parts of India, it is most proper that educational financing should be jointly made.

SOME EMERGING PROBLEMS

The suggestions made in the foregoing pages of this chapter of this study to revitalize elementary education, its organization and administration could be implemented undoubtedly and better results could be obtained. But in the process of that kind of renovation and modernization some pertinent issues emerge which demand good deal of attention and discussion. They are:

1. Democratic Decentralization

One of the most significant changes introduced in the administrative set-up elementary education in the post independence period, is the decentralization of educational administration by way of Panchayati Pattern. This has conferred
extreme powers on the local bodies of education irrespective of their qualifications and experience as well as sincerity. The problem, therefore, is that they do not and cannot justify their responsibility.

The decision making by these local units may vary from place to place and from time to time. The Supervision and control that still lie with the State Government hampers local enthusiasm and initiative.

But in case, all powers pertaining to decision-making are vested in the local units, they may do it, no doubt, but too slowly and with meagre maturity. The similar difficulties and problems were certainly experienced even in America and England where decentralization is to an extreme extent today.

May be, that a number of unsatisfactory and alarming consequences are faced during the beginning period in India. But, since education is for the masses, and the masses are the citizens of a free democratic Republic
sooner or later they are to be the right persons to shoulder the responsibility of administering education and of taking decisions. They must, therefore, be given opportunities, so that, some time, they will be confidently share the local administration as the people of America, England or Russia to certain extent.

2. **Quality and Quantity**

This is the most debatable issue in education, to the extent that no educational problem is exercising the public mind so much as the rapid expansion accompanied by a deterioration in quality. In fact, quality and quantity are mutually exclusive and that you can have either one of the other. There is no inherent contradiction between quality and quantity in education. All advanced countries are able to provide good education in adequate measure and India also can do so, if necessary finances are available.

The problem, therefore, is not of quality or quantity, but of finance. Though, in elementary
education stage, at least, there is no question of either quality or quantity. We must have both. Every child must be at school and he must get good education. So far, we have been able to reasonably respond to the first i.e. of quantity. Now, during the next ten to twenty years we are going to get quality also.

Because ours is a transitional period, quality may suffer and quantity prosper. But through proper and tight checks and balances quality could be definitely achieved. Where achievement targets are expansion oriented quality is naturally hampered. This is a natural phenomenon in every advancing country, particularly in U.S.A., U.S.S.R. and England in the past. India has made great strides in expanding her education during the last 25 years and now as reflected in Education Commission Report. She will concentrate to improve the quality of education.
3. Education - Cost and Investment

No country in the world can afford the education its people want in the form of schools. Despite the fact the America spends the tremendous amount of its budget for education and so do many other countries according to their capacity, most of the children in the world are not in school. Most of them are drop out as soon as possible. Most countries in the world can only afford to give their children the barest minimum education, while the cost of schooling is everywhere rising faster than enrolments and faster than national income. Since schools are the major instruments of social mobility and change, we need to spend greater and greater amount after them.

But that expenditure is not really the expenditure that has no return. The greatest profitable and producing highest dividend investment is the money spent after education. The viewpoint that education is a costly item of the national budget should be totally
changed and it should be considered as the wise, long-termed investment whose return or dividend would be beyond expectation. India needs to develop this kind of attitude and allocate more and more money for education on a partnership basis. So also the public should accept their sacred responsibility to share educational investment because they are the profit reapers.

4. **Manpower Planning**

The greatest problem India faces today is of manpower planning without which all her magnificent educational expansion plans are fruitless and new problems emerge. Education is an instrument of socio-economic progress of the nation and, therefore, be well planned. Human beings are the most significant agents of education. Their future, present and needs and aspirations should not be neglected in planning. Human element should be always considered.

This is an imminent danger of national planning today. Without adequate consideration all our
efforts and investment to reap harvest are likely to be frustrated. Teachers' important role and inevitability deserve priority. Their basic problems are generally overlooked and demands defied.

5. Whose Education?

The question that arises in the process of educational expansion, expenditure, investment and modernization, is one: "Whose education is this? Is it his who spends money? Is it his who receives and benefits by it. Is it entrepreneur's, or say his who is involved in marshalling its flux, that is, teacher, educational administrator etc.? The simple debatable point is: Whether education is owner's, consumer's or entrepreneur's? Different viewpoints and attitudes prevail in the world. It may be the owner's in the U.S.S.R. because it is a State concern and reflects the State's policy and interests. But in the U.S.A. it seems, education is consumer's for it seeks to strengthen and broaden individual development and democratic outlook. In England too it is
the consumer's. It cannot be and should not be of the entrepreneurs. In India it should be of the consumer. But there are different views held. And that is a problem.

6. Wastage and Stagnation

This is a natural problem having its origin in quantity centred development programme. In India, a high tide of eradicating illiteracy and making elementary education free, compulsory and universal has been on. This has generated overenthusiasm which in turn overlooks wastage and stagnation, at pupils level and even at teacher's level who do not serve as teachers after undergoing training. Something, effective, wise and long-termed needs to be done to help the country lessen this national wastage and stagnation.

7. Teacher's Role and Status

The problem, "What is the place assigned to education in our corporate life and what position do the teachers occupy in our present society and what is their role which has been
accorded so high a significance?" is still not well understood.

The teachers who are seriously expected to contribute to the preservation and reconstruction of our culture and spiritual life and whom rests the magnificent task of safeguarding our painfully earned democracy and of spreading values of social, economic equality and justice are yet to be acknowledged as national builders and architects. They could discharge their sacred functions only when and where their economic and social status are held in high esteem.

But how could their status be raised? By upgrading their salaries, by promoting their ranks, by giving them opportunities to be at the front in the society or by respecting or worshiping them? No, not by one way, but by many ways altogether. And also, it is the teacher who can play a crucial role in earning status for him by his dedication, uprising and sublime sense of teaching profession.
THE FUTURE OF EDUCATION

True education is a basic social force. It is impossible for the present social structures in India and abroad to survive an educated population, even if only a substantial minority were educated. Something over and above schooling is an obvious necessity, "What does education mean?" has been variously defined and explained in many ways. The process of education makes one aware of one's reality in a manner which leads to effective action upon it. An educated man must be able to understand his world well enough to deal with it effectively.

The impact of modern technological development, tremendous exploitation of natural resources and increasing population rate has been so comprehensive and long-termed that one cannot imagine the future of education. The world and world circumstances are changing so much so that the today's education may be meaningless for tomorrow. It is, therefore, in the interest of the nation and also in the educational architects and builders that they should sketch a portrait of the school of the future -
the school, not as it is today, but as it can be
if devotion and intelligence are brought to its
service.

In the coming twenty years - you will be alarmed
to learn - the school will be dead. It is a
true and an undoubted fact that the children of
future will have to learn many more things from
outside the school than from inside. Any one
who tries to draw the future in hard lines and vivid
hues is a fool. The future will never sit for a
portrait. It will come around a corner, we never
noticed and take us by surprise. And yet, a
vision born of indignation and hope cannot be denied.

If the school expects to continue to stimulate the
society and provide guidance in the ensuing decades,
it will have to change radically, revolutionalize
immensely to the extent that it will have to be reborn.

Alvin Joffler states:

According to the rising of the levels of
education, more and more parents are
intellectually equipped to assume some responsibility now delegated to the schools."\(^1\)

It means that in future the school teachers will have fewer teaching assignments and lesser educating responsibilities, since most of the parents would have assumed the responsibility of teaching their children.

The teachers would be further assisted by 'Mentor' drawn from the adult population who would not only transmit skills but also show how the textbooks are applied to life.

The hours of schooling per day would be reduced and no surprise, part-time schooling takes place and schooling would be stretched over a lifetime period. A great number of either unpaid or half-paid teachers would be available.

The entire structure of organization will see the new amazing light of future. No wonder, if school buildings are designed and constructed out of the principles and know-how of space-technology, and

the material used is plastic and chemicals. A concept of mobile school plant will be implemented. We will not be able to see wooden furniture in the class-rooms, but instead, we will notice plastometalic furniture and chalk-boards.

A radical change will be noticed in the school schedule, discarding the time tables of today. Evaluation of pupils by computers, teaching by television, radio, films and teaching machines, curriculum containing mysterious points of various subjects will be in operation. Lectures and class room discussions would have given way to the whole battery of teaching techniques from role play to computerized teaching. There will be classes with several teachers and single student, classes with several teachers and a group of students; and classes with one teacher and several groups. A great many task forces, projects and teams would be busy in the school at a time.

The aim of education of tomorrow will not be to impart knowledge, information or skills but to teach individuals how to classify and reclassify immense information, how to evaluate its veracity,
how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction.

Tomorrow's illiterate will not be the man who cannot read; he will be the man who has not learned how to learn.²

A great number of school units with specialized aims, courses and instructional methods will appear and create a complex of educational systems all over the country especially in urban areas. This will baffle the Government and educational administration. Of course the financial responsibility of the State would be very thin. The entire administrative structure would witness a radical turnover.

The teachers, principals, supervisors and others connected with education and its administration will have either to be reoriented or to be divorced from the field, since the demands of the time would be many and complicated. A reign of democratic

understanding, intensive work and extreme faith in education will prevail. No teacher's service will be terminated either by the school management or by the Government, but it will be so treated by the recipients of education, say the students.

Young people all over the world will turnout the system and turn themselves on. Their idols will be science and technology and their temples will be institutions which propagate their worship and profit from the proceeds. The promise of the future cult - every man a king, with his private palace and his royal chariot - will capture the fancy of most mankind. 3

As Charles E. Silberan writes:

New pedagogies and new technologies will drastically alter the internal organization of the school as well its relation to other educational institutions......

In the end, what education will demand will depend on what people, as a society, demand of it -- which is to say, on the value we place on knowledge and

its development. The potential seems clear enough. — and new knowledge about learning and new teaching technologies will expand our capacity to learn several orders of magnitude.⁴