6.1 UNESCO - INDIA COLLABORATION: THE BEGINNINGS

People like S. Radhakrishnan, J.L. Nehru, Maulana Abul Kalam Azad, Prem Nath Kirpal, S. Gogal and Rajkumari Amrit Kaur had all been conducting India's relation with UNESCO and had interacted with the Unescans from the world over and had themselves contributed to the theory and practice of UNESCO. They had, thus, shown a path to those responsible for administering education in India. No wonder then India slowly has been one of the very few countries in the world which have been able to translate UNESCO's aims and principles into action and this has led to myriads of programmes and policies which have more or less satisfied the Unescans. However, India has been constrained by lack of funds but with the limited funds, it has done its best to synchronise India's efforts which those of UNESCO.

UNESCO's vision about the future has been appreciated by those at the helm of affairs of higher education in India and people like Aiyyar and Nina Sibbal have made it sure that India treads the desired path in the age of globalization and is prepared to conduct the affairs of higher education while keeping in mind that India as a part of the world education community and the global village.

The measure of India's interest in UNESCO is evident from the fact that two former Presidents of the Indian Union, S. Radhakrishnan and Zakir Hussain and the late Prime Minister, Indira Gandhi, represented this country on its Executive Board in the formative years. UNESCO is the only organ of the United Nations in which India has retained a permanent place on the Governing Body and has virtually assumed the role of one of the major "cultural powers". India has also always been represented at the Steering Committee of the General Conference. UNESCO has honoured India by electing two Indians as Presidents of the General Conference and
three Indian members of the Executive Board as its Chairman. No other member state of UNESCO has had such distinction. UNESCO has drawn upon the services of Indian specialists in all fields. In 1970 India was the third largest supplier of experts rendering technical assistance to developing countries on behalf on UNESCO.

India has the unique privilege of having continuously been an elected member of the Executive Board ever since its establishment in 1946. The Executive Board, which comprises 58 members, normally meets twice a year. Over the years India has nominated a succession of personalities to the Executive Board who have enhanced the stature and prestige of UNESCO by their association with the body. Eminent personalities, like the former Presidents Sarvepalli Radhakrishnan and Zakir Husain, former Prime Minister Indira Gandhi, historian S. Gopal, Sardar Swaran Singh, Ambassadors T.N. Kaul and N. Krishan, among others have enriched the proceedings of the Board with their intellectual capacity, education and vision for a better future for humankind. India's current representative on the Executive Board is Ram Niwas Mirdha.

Besides normal contacts through participation in UNESCO's regular programmes and activities there is a history of high-level interaction between the successive Directors-general of UNESCO and top Indian policymakers and intellectuals. India hosted the IXth General Conference of UNESCO in 1956 in New Delhi. In fact the unique international conference facility "Vigyan Bhawan" was created to host this UNESCO Conference. Former Prime Minister Rajiv Gandhi addressed UNESCO in June 1985. Former Prime Minister P.V. Narasimha Rao delivered a Mahatma Gandhi Memorial Lecture at UNESCO Headquarters in Paris in June 1995. The former Director-General of UNESCO, Federico Mayor, has himself been a regular visitor to India. Dialogue and exchange of views at these levels help in greater understanding of India's perceptions in the Organization.

India sent to UNESCO's General Conference large and distinguished delegations which played a significant role in UNESCO's evolving mission
and in the formulation of its rapidly expanding programmes and policies. We supported strongly the reconstruction of the educational systems of Europe and its cultural life which had been devastated during the Second World War. Our efforts were also directed to the liquidation of colonialism and racialism and the spread of freedom in dependent and subjugated territories. Special stress was laid on education for international understanding, and India developed a massive programme of institutions under UNESCO's experimental programme. In 1960, after more than a decade of numerous proliferating activities, it was the joint initiative of the Indian and the United Kingdom delegations which led to a measure of concentration of UNESCO's effort by according an overriding priority to education. Earlier in 1956, at the Ninth Session of the General Conference held in New Delhi (the only time that the World Assembly met in Asia largely because of the leading role played by India, and especially Sarvepalli Radhakrishnan and Abul Kalam Azad), that UNESCO's major project for the mutual appreciation of eastern and western cultural values was launched. Indian historians collaborated in the preparation of the Scientific and Cultural History of Mankind. The concepts of basic social education, evolved in India, exercised considerable influence over the development of UNESCO's own programmes of Fundamental Education and Functional Literacy. The Arid Zone Research Project was proposed by India and adopted by the General Conference. Eminent Indian scientist, the late Homi Bhabha presided over many distinguished gatherings of scientists and took India to the centre of the growing network of scientific cooperation. The programme for the application of science and technology to development found powerful support from Indian delegations. Indian specialists were prominent in the development of educational planning in different parts of the world, especially in Asia (Krishnan, 1997).

UNESCO and the United Nations are what the world community of nations make of them, and it is in the action and commitment of its constituent units that the ultimate strength of the organization resides. India's record in the formative years of UNESCO's development is creditable. Many things were attempted and achieved, but in this study
we shall mention only a few important aspects merely to indicate the range and nature of India's cooperation with UNESCO.

Like the Church in the Dark Ages, UNESCO sheltered the true faith and learning in an intellectual environment that was not empathetic to basic education. To carry the analogy further the role of the Church during the Middle Ages is one of the several, perhaps a minor contributing factor to the revival of learning during the Renaissance. Similarly the adoption of improvement of all levels of education by multilateral and bilateral financing agencies can be attributed more to economic reasoning per se particularly studies on rate of investment and the lessons drawn from the East Asian Miracle (Phillip, 1992).

Soon after Independence, the Government of India requested UNESCO to provide specialists from outside to study the internal tensions of Indian society, a step which probably has no precedent in any other part of the world. A distinguished group of social scientists studied the problems with objectivity, contribution to the development of methodology as well as the discovery of new data on social tensions. In 1964, India’s Education Minister, M.C. Chagla, appointed an Education Commission composed of Indian educationists, along with a few foreign specialists provided by UNESCO, to examine all aspects of Indian education. The Report of this Commission, the first international effort of massive dimensions, inspired improvements in the quality of education in several developing countries and India’s example of including foreign specialists in a National Commission was followed by others.

Considering the unique character and objectives of UNESCO, it is not surprising that of all the organs of the United Nations, UNESCO should have had a special appeal for the mind of new India, nurtured on the ideals of Gandhi and Nehru and the great struggle led by them. Ideas and urges contributing to the objectives of democracy, equality, synthesis of cultures, supremacy of moral and spiritual values, the pursuit of scientific objectivity and reason, as well as the ancient values of love and compassion, which were cherished by the leaders of modern India, were the same which lay at the heart of UNESCO’s mission (Krishnan, 1997).
Their faith in the diffusion and improvement of education, in the harnessing of science and technology for economic development, and the use of cultural activities and media of communication for increasing mutual understanding and trust among diverse people and cultures, is also the mandate of UNESCO. It is, therefore, not surprising that in the formative years of the world's cultural organization, India should have played an active and conspicuous role in its development and also derived inspiration and assistance from it (Krishnan, 1997).

India has witnessed a lot of discussion when it comes to achieving the UNESCO standards in the field of higher education. The main issues for discussion have been the role of belief systems and values on the one hand and the practical problems and constraints on the other hand and the manner in which the belief systems, values, goals, policies and implementation are linked have to be scrutinized in detail. In the final analysis, the most important issue is how to improve the effectiveness of the educational system in relation to its goals and the goals of society. Some very specific issues, such as the availability of duly qualified and competent teachers to shoulder the very onerous responsibility, might be linked to the status and emoluments of these teachers, and this might be interrelated to the priority accorded by the society concerned. It would be useful to discuss the practical issues in the achievement of educational goals in these specific terms.

6.2 UNESCO – INDIA: INTERACTION IN DEVELOPING GOALS/ROLE OF EDUCATION

6.2 (i) India and UNESCO on Education Science and Culture: Combined Thinking

With the beginning of the 1950s, the interaction between India and UNESCO struck even deeper roots in all three fields of education, science, and culture. As far as education is concerned, both India and UNESCO tended to be more practical and realistic about its role. It was realized by both that UNESCO should concentrate more on concrete objectives than on an abstract objective like the moral and spiritual development of man,
although it would be wrong to say that the abstract object was completely ignored. The concrete objective was the extension of free and compulsory education. The decision to give top priority to the concrete objective was arrived at after a series of seminars and regional conferences. One of the regional conferences was held in Bombay in 1952. This conference was organized for the countries of South Asia and the Pacific. An important problem stressed at the Bombay Conference, as at other regional conferences, was how to finance more schools. It was recognized that the need for compulsory education far exceeded the international help already available from the United Nations and other specialized agencies. The participants in the conference were of the view that if a large segment of the world’s population is allowed to suffer from poverty and misery, the social and political discontent resulting from it might pose a serious threat to world peace (UNESCO, 1954).

6.2 (ii) Union of Science and Spirituality

UNESCO’s ethical role in generating a new spirit of cooperation and a real commitment to the promotion of human rights and social justice holds the key to development. The quest for the quality of life, which is the essence of modern education and the distinctive mark of an education-oriented society, offers new hope and opportunity to poor and materially deprived societies. With the right type of education, which includes non-verbal culture and traditional values, a developing society can attain the satisfaction, harmony and comprehension that may elude more prosperous and sophisticated communities, obsessed with acquisitive wealth and vulgar consumption. The dazzling achievements of man in outer space have to be matched now by an educational revolution affecting his inner space; a new union of science and spirituality is the main challenge posed to those who seek a great renewal of education. It is our ardent hope and our firm faith that India may contribute significantly to UNESCO’s quest for a synthesis of science and culture and through such a convergence serve the cause of development and life’s quality.
Suggestions by India on UNESCO’s Role

However, even in this state of uncertainty and lack of direction, the Indian delegations at the first two sessions of the General Conference, made some valuable suggestions as to what UNESCO’s role in the educational field should be. Firstly, India emphasized that UNESCO should function as a clearing house in the field of education. Secondly, it suggested that various kinds of educational seminars should be held in order to identify the nature of the problems with which the Afro-Asian countries were concerned in the field of education as also the possible ways to solve them. Thirdly, India stressed the need for some effective steps to be taken by UNESCO for the improvement of the standard of textbooks and teaching materials. Fourthly, it pointed out that education for international understanding ought to be treated as one of the most important areas of UNESCO’s activities. Fifthly, it stressed the need for developing a code of conduct by means of which good character might be developed among both teachers and students. And finally, India emphasized the need for according a proper place to arts in general education (Ministry of Education, 1948).

Suggestions Incorporated by UNESCO

These suggestions put forth by India had an impact in due course when under the compulsions created by several Member States it became necessary for the fifth session of the General Conference to delineate a clear scope of UNESCO’s educational activities. Consequently, it was decided by the General Conference that in the educational field UNESCO should concentrate on the following priorities (Asher, 1951):

a) To eliminate illiteracy and encourage fundamental education;

b) to obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education;

c) to promote through education respect for human rights throughout all nations;
d) to overcome the obstacles to the free flow of persons, ideas, and knowledge between the countries of the world;
e) to study the causes of tensions that may lead to war and to fight them through education;
f) to demonstrate world cultural interdependence;
g) to advance through the press, radio, and motion pictures the cause of truth, freedom, and peace;
h) to bring about better understanding among the peoples of the world and to convince them of the necessity of cooperating loyally with another in the framework of the United Nations; and
i) to render clearing-house and exchange services in reconstruction and relief assistance (UNESCO, 1950).

This ten-point list of the priorities in the field of education reflected a renewed stress on education, the development of mass media, and the promotion of international understanding. Education for the promotion of international understanding is an important aspect of the entire range of UNESCO's educational activities.

6.2 (iii) Education and Development

The single most important contribution of UNESCO has been its exposition of a perspective of education that complements the economic perspective of education. UNESCO can, as Frederico Mayor did, rightly take credit for consistently advocating a humanistic perspective of education:

The specific realm of UNESCO is intellectual life, i.e., asserting the value of the human mind. We should therefore concentrate our efforts on the development of human resources in order to return, after decades of strategies marked by a narrow economism, to the very heart of development, i.e., the human acquisition, transfer and sharing of knowledge, which is the key to all processes of emancipation, individual and collective ...Development for peace and peace for development are the two main strands, closely intertwined in the Medium Term Strategy as it
has been devised for the years 1996-2001. The main objectives underlying it are, in essence, to reach the unreached, to include the excluded, to facilitate the exercise of civil rights and the participation of everyone in development; and learning to live together despite disagreements and differences (Mayor, 1995).

**Asia Pacific Region and Indian Initiative**: As with Karachi Plan for UEE, the Asia Pacific Region was the pace-setter in the creation of networks. It was this region which was the first to organize periodic meetings of Ministers of Education and Planning, it was the first to set up a regional programme of educational innovation. Most of these pace setting measures were initiated under the leadership of the legendary Raja Roy Singh, the Founding Father of NCERT and later Director of Principal Regional Office of UNESCO for the Asia Pacific (PROAP). The Asia Pacific Educational Innovation for Development (APEID) was set up in 1973; independent evaluation of APEID brought out that:

APEID has had a major impact in its (Asia Pacific) region and, through other networks, in other parts of the world. This impact has been the stimulus for changes in laws and educational structures, curricula, curriculum materials, administrative procedures and almost every imaginable aspect of educational practice (UNESCO, PROAP, 1996).

It was in those early heady years of PROAP that regional centres were set up, for educational planning and administration (AIETA) for Teachers' education (AITE) in Quezon city, Philippines and School Building Research (ARISBR) at Bandung, Japan's National Institute of Educational Research (NIER) also assumed regional responsibilities. A three-member team of international experts in education, economics and statistics were sent to each Member State to assist national professionals to prepare 20 year perspective plans to achieve the Karachi target. Raja Roy Singh was instrumental in introducing the Asia Model, a computer based model, which spelled out diverse elements in an all-out effort to achieve the Karachi targets phased according to the capacity of each country.
Indian Contribution: If the dichotomy between the value of spirituality on the one hand and the values of modernization and economic development to the other is ignored, it becomes apparent that India's contribution to the evolution of UNESCO's philosophy of education is quite appreciable. By emphasizing the role of education as an instrument of modernization and development, India represented the aspirations of hundreds of millions of people of the world and this served more or less as a symbol of the new awakening among the people of Asia and Africa. It must also be said to the credit of India that although the dichotomy between tradition and modernity characterized the policies of both India and UNESCO, the degree of India's emphasis on the relationship between education and development was much greater than what UNESCO as a whole was prepared to accept. India had to wait for almost a decade before its thesis on the close relationship between education and development was accepted unreservedly not only by UNESCO but also by the United Nations as one of the fundamental guiding principles of their activities. Thus it has to be admitted that in spite of whatever might have been the degree of ambivalence in India's thinking in regard to the question of tradition and modernity, the Indian image of UNESCO's role and potentialities was forward-looking and India tried to lay for UNESCO the foundations of a role of which it was not aware in the beginning but which it had to play sooner or later.


The New Delhi General Conference the first in Asia, marks an important landmark in the history of India-UNESCO relations and in the history of UNESCO itself. For, it was at this General Conference that the attitude of both India and UNESCO to their educational role acquired a fair degree of crystallization.

UNESCO's one of the most important projects has been the project on fundamental education. UNESCO's work in fundamental education
started with a small conference of experts in 1946. The main purpose of fundamental education is "to enable man to live a fuller and happier life in adjustment with a changing environment, to achieve control of his physical and social environment. UNESCO has been described "a clearing house of information" of Fundamental Education.

In addition to this, UNESCO has also campaigned energetically for "the progressive realisation of the right of everyone to free access to education, as defined in the Preamble and Article 26 of the Universal Declaration of Human Rights. The instrumentalities used to encourage Member States to fulfill the obligation of establishing a minimum fundamental education for all their people, are National Committees for Fundamental and Adult Education.

The process of a shift of emphasis from the value of spirituality to the value of development, which began with the opening of the 1950s, assumed an identifiable measure of completeness by the year 1956. Even at the 1952 General Conference, Sardar H.S. Malik described UNESCO's role in the field of education as the "holy war" against ignorance, superstition, intolerance, prejudice, exploitation, and social injustice (UNESCO, 1953). For facilitating this role India supported and sometimes even suggested such programmes as the establishment of training centres and the dissemination of culture and science for the advancement of mutual understanding and enlightenment. But such programmes could be successful, in India's view, only if we recognized the relationship between the educational and cultural aspects of UNESCO's schemes. Regarding the campaign for literacy by UNESCO, India naturally insisted, therefore, that the mere teaching of the Three R's would not be enough. It maintained that the educational and cultural aspects should be looked upon in an integrated framework. This means that the fruits of the spread of literacy can be expected only if suitable arrangements are made for the neo-literates not to relapse into illiteracy. Thus the Indian view about producing suitable reading material for the neo-literates received an
added stress at the New Delhi General Conference and afterwards (Humayun Kabir, UNESCO General Conference, 9th Session).

From the ninth General Conference onwards, India's attitude to education began to crystallize in a more systematic way. This crystallization proceeded with a definite view that the importance of primary and compulsory education should be given due emphasis and that it should be followed by education for international understanding.

A significant implication of this view was that the old concept of adult education needed a thorough re-examination. According to the old concept, adult education meant that the mass of the people should be taught the Three R's. But the Indian view was that the mere attainment of literacy did not mean much. It was only a means and not an end. It is true that with the help of literacy we can establish contact with the world and acquire a better understanding of the situation as also for our environment and increase our knowledge. But that is not enough by itself. For, that would not help a total development of human personality. India, therefore, has been warning against a narrow interpretation of the meaning of adult education.

According to the Indian view, the adults acquiring literacy and gaining education must be able to increase their efficiency in work and to improve their standard of living. That is why India suggested that the concept of "adult education" should be replaced by the concept of "social education" which includes education in health and hygiene, training in simple crafts, understanding and practice of good citizenship, general knowledge, and health and recreation. If our approach is not social and comprehensive from the very beginning, the adults would neither be attracted to the centres of education nor be regular in attendance. This means that the purpose of adult education must be to improve the quality of life as a whole. India, therefore, believes that the supreme purpose of UNESCO's educational activities should be to promote a peace-loving mentality in the world and create conditions in which man can attain the highest.
When the Indian attitude towards the educational problem began to shape itself at the ninth General Conference held in New Delhi in 1956, India recognized the immense need for taking positive steps for universal primary education which, in effect, meant the elimination of illiteracy on a universal basis. Thus Mrs Hansa Mehta stressed at the tenth General Conference in 1958 that UNESCO should recognize the fact that 45 per cent of the world’s children at that time did not go to school (UNESCO General Conference, 10th Session). She also deprecated the fact that in spite of the several centres of education established by UNESCO, its educational programmes lacked vigour and direction (UNESCO General Conference, 10th Session). Indian delegates argued that the enormity of the problem of illiteracy (UNESCO, 1957) at the world level demanded a concerted effort by UNESCO.

An important network is the Asia Pacific Programme of Education for All (APPEAL). Launched in 1987 in New Delhi, APPEAL aims to facilitate, through regional cooperation, the efforts of the Member states for eradicating illiteracy, the universalization of elementary education and the promotion of continuing education. Anticipating as it does the Jomtien Conference, APPEAL had made significant contribution to the development of literacy materials and training of literacy functionaries (UNESCO, 1996).

**Education for all : Special Emphasis on Asia and the Pacific Region**: The World Conference on Education For All, held in Jomtien in March 1990 (Jomtien Conference) called for the basic learning needs of all children, youth and adults being met through a variety of delivery systems. Even in the post-Jomtien era, there is still considerable scepticism in the international development community about literacy and alternative education programmes, and often encounters the monistic fixation about school as the only mode of delivery notwithstanding the actuality of the school being not able to reach millions of children in developing countries. No doubt the effectiveness and efficiency of many of these programmes, particularly on scale, leaves much to be desired. But
the right approach is to try to improve the efficiency and effectiveness rather than, ostrich-like, skirt the problem. Against this background the abiding faith of UNESCO in the cause of universal literacy is indeed touching.

Along with literacy UNESCO strove for Universalization of Elementary Education (UEE). In this endeavour the Asia-Pacific region led the way by developing the Karachi Plan to universalize elementary education by 1980. The reminiscences of a participant, in the meeting, which formulated the Karachi Plan, have a contemporaneous tone and capture the mood of participants in later events like the Jomtien Conference and the Delhi Education for All Summit of Nine High Population Countries in December 1993.

6.2 (v) Emphasis on International Cooperation in Education at Regional Level: Indian Contribution

India's Emphasis on Major Project in Latin America: It was because of its emphasis on the need for a special effort for the spread of literacy in different regions of the world that India extended its whole-hearted support to the Major Project on the Extension of Primary Education in Latin America. The adoption of this project by UNESCO opened a new chapter in the history of its activities and programmes. Through this project UNESCO sought to give impetus to the most crucial aspect of the problem of education by means of the Major Project. Latin America was chosen for this project mainly because it had the double advantage of being a vast cultural region consisting of twenty states which had similar problems and which had already achieved some results in the field of education (A Regional Fundamental Education Centre for Latin America (CREFAL) had been setup under a Decision of Florence Session of the General Conference in 1950).

The Major Project is an illustration of international cooperation to achieve specified ends. UNESCO has succeeded in devising a framework for international cooperation on a regional level. The countries of Latin America were helped to realize that they share problems in common
which could best be solved without duplication and by joint efforts. This lead to the realization that educational programmes should be structured in such a way as to make common regional solutions applicable without waste of resources. At the same time, adequate attention should also be given to the preservation of aspects of the structure which are peculiar to the locale of a particular country. The Major Project represents a step in the direction of international cooperation with due attention to national peculiarities in a vast region.

India's Demand for Asia and Africa: On the other hand, the success of international cooperation on a regional scale in Latin America was noted by countries in other regions faced with similar problems, particularly the countries of Asia and Africa. The Major Project proved to be not only a lesson in cooperation but also an encouragement for enlisting the help of UNESCO in solving their problems along similar lines. Even before the project had reached 50 per cent of its duration, the underdeveloped countries all over the world were so much impressed by the results of the project that at the tenth session of the General Conference held in Paris in 1958, delegates of several countries urged that similar programmes through a Major Project should be launched in Africa and Asian also.

India was one of those countries which demanded at the tenth General Conference that a Major Project should also be developed for the spread of literacy and education in Asia and Africa. UNESCO did not develop a Major Project for these regions. But the experience got from the Latin American Project was utilized for developing schemes of education and literacy for the countries of Asia and Africa. India's stand was indicated when UNESCO established a regional centre for the production of literature for the neo-literates. This was a clear indication that India's emphasis on the need for the production of suitable literature was recognized as an essential requirement if those acquiring literacy were to be prevented from relapsing into illiteracy.
6.3 UNESCO – INDIA : JOINT VENTURES

6.3 (i) International Educational Fund

A movement be launched for the establishment of an International Education Development Fund. This suggestion was later included in the UNESCO draft programme for 1955 and 1956 presented to the eighth session of the General Conference held at Montevideo in 1954 (UNESCO Document 42Ex/23).

It may be pointed out here that the idea of a special fund for education was in several ways a distinctly Indian contribution. In the 1950 General Conference itself India stressed the need for such a fund (UNESCO, 1959). Later, the first Conference of the Indian National Commission for Cooperation with UNESCO also recommended that UNESCO should set up an Educational Development Fund for financing programmes of compulsory education (Parliamentary Debates, 1954). India’s suggestion in this regard was accepted by UNESCO when the ninth session of its General Conference held in New Delhi in 1956 recommended that the Director General should prepare a plan for a UNESCO fund for the construction and equipment of schools, colleges, and universities (UNESCO Document 9c/PRG/20).

6.3 (ii) Establishment of Indian National Commission

In the realm of practical programmes, one finds that the interaction between India and UNESCO was still more fruitful to both. During the initial period itself, the activities of UNESCO in the field of education began to spread rapidly in India, particularly after the establishment of the Interim Indian National Commission for Cooperation with UNESCO in 1949 and the Field Science Cooperation Centre for South Asia operating from New Delhi. India not only benefited from the UNESCO programmes and its assistance of various kinds but it also incorporated the objectives of UNESCO in its own plans of educational reconstruction. For example, India pursued the idea of social education at home which in substance was not much different from the idea of fundamental education which
was being pursued by UNESCO. The Government of India launched several schemes which in value were akin to the objectives of UNESCO.

These schemes were evolved both at the State level and at the level of the Central Government and they were aimed at the expansion of mass education within the shortest period of time. Since both India and UNESCO believed that for the spread of a right type of education we also needed the right type of teachers and appropriate literature, the setting up of the Central Institute of Education in Delhi in 1947 was also an important step in the direction of contributing to the fulfillment of some of the objectives of UNESCO. One of the functions of this Institute was to provide for the training of post-graduate teachers who were required in large numbers for the expansion of education in India.

6.3 (iii) Establishment of Delhi Public Library

The establishment of the Delhi Public Library in 1951 was a step in that direction. This library was set up by the Government of India under the clear authority of law and with the financial assistance of UNESCO. An agreement was signed between the Government of India and UNESCO about this library initially for a few years. The Library was established as a part of UNESCO’s programme of establishing Pilot Project Libraries (Parliamentary Debates, 1951). The first director of the library was also trained under a UNESCO fellowship. UNESCO also gave fellowships for training some other members of the library staff.

The Delhi Public Library was set up with a view to providing free library services to all members of the community and particularly with a view to meeting the requirements of the neoliterates and the children. On the expiry of its agreement with UNESCO, the Government of India took over the Library and began to run it as a Central Project from its own resources. The Government of India also advised the various State governments to enact comprehensive library legislation after the model of the Delhi Public Library.
Another way in which Indian derived benefit from UNESCO during the first few years was through its Book Coupon Scheme. The scheme, launched in 1948, aimed at helping those teachers, scientists, and professional people of war-devastated areas and backward countries who wanted to obtain the needed textbooks, reference books, periodicals, and other material from other countries but could not do so because of the non-availability of foreign exchange. UNESCO enabled such people to purchase the required material on payment in local currency. Those desirous of obtaining such material could purchase the book coupons with their own currency and UNESCO would convert the amount of the coupon into foreign exchange and pay it to the seller of the material (Laves and Thomson, 1957). Within a period of less than two years, India utilized the Book Coupon Scheme to the extent of as much as 75,000 dollars. Besides, India was also able to utilize the services of UNESCO in the form of consultations, fellowships, and information of varied kinds (Ministry of Education, 1948). Further, the Government of India also entered into an agreement with UNESCO for technical assistance for the establishment of a Bibliographical Centre in India (Parliamentary Debates, 1951). UNESCO also supplied to India 105 Educational Radio Sets free of cost and these sets were installed in rural schools in areas adjacent to Delhi and Ajmer (Parliamentary Debate, 1951).

This was broadly the nature of the India UNESCO interaction during the first few years of the existence of UNESCO. It can also be added that both India and UNESCO gained from each other during that period, although for both of them this period was one of search for a precise role in the field of education. That is why India not only emphasized the need for its continued membership of UNESCO but also rejected all suggestions coming from a few individuals that India should withdraw from the specialized agencies of the United Nations as a
measure of economy (Parliamentary Debates, 1950). India saw a distinct advantage from its continued membership of UNESCO.

6.4 UNESCO – INDIA : HIGHER EDUCATION

6.4. (i) UNESCO's Philosophy on Higher Education

UNESCO's working on higher education philosophy, its goals and objectives got crystallised in the form of World Declaration on Higher Education. All the countries of the world were to get a cue from this Declaration and adjust their policies and programmes keeping in mind the guidelines of UNESCO. India had already created a legal framework for promotion of educational development. India's independence had coincided with the birth of UNESCO and since the former President of India Dr. S. Radhakrishnan had been active in the International Committee for Intellectual Cooperation and had become a functional specialist in the field, India's thinking was more or less in tune with the working philosophy of UNESCO. India being a leader of the developing countries had entered into a two-way interaction with UNESCO and the process of educational development in India had already begun.

World Declaration on Higher Education: India participated in the World Conference on Higher Education convened by UNESCO, in Paris, between 5-9 October, 1998 with a high level delegation led by the Minister for Human Resource Development. The conference deliberated upon the needs and challenges of the higher education in the twenty-first century, "Vision and Action". The Indian delegation made significant contributions to the world Declaration by suggesting modifications and amendments, most of which were accepted; one such suggestion which received big applause from the world leaders of higher education reads as under:

Ultimately, higher education should aim at the creation of a new society non-violent and non-exploitative consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and
guided by wisdom. The Rapporteur of the Conference observed that India’s amendment was “too beautiful to be rejected”.

The Summary of the World Declaration on Higher Education says that (UNESCO, 2000)

The benchmark for Member States to gauge their success in achieving higher education priority actions in their respective countries and regions is the World Declaration, in which representatives of the Member States pledged (in summary) to undertake actions in fifteen areas of higher education which are: Ensure that higher education is equally accessible to all; it works for sustainable development and improvement of society as a whole; higher education institutions became responsible and accountable to society; work for eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease; development of peace; development of the whole education system; provide choice to acquire knowledge over a lifetime; improvement of quality of higher education; inculcation of knowledge through research; team-work in multicultural contexts; improvement of skills of higher education teachers; excellence in research and teaching; Place students and their needs in national and institutional decision-makers concerns; involve students in decision-making; participation of women in higher education particular decision-making level; diversify delivery of new information and communication technologies; ensure institutional autonomy; maintain public support for higher education; to stem the brain drain; certification of skills and competencies of graduates, post graduate; reform and renewal of higher education and ensure regional and international cooperation in higher education.

6.4 (ii) Indian Suggestions

While speaking at the UNESCO General Conference, Paris, (26 Oct. 17 Nov. 1999), Murli Manohar Joshi, Minister of Human Resource Development (UNESCO, 1999), Government of India suggested that UNESCO initiate a dialogue among civilisations to safeguard our common future. India would be happy to host a conference on the subject. He also
pointed out that it is important for UNESCO to consider what kind of a millennium we are ushering it, what kind of education we are organising, what kind of society we are developing and what kind of culture we are advocating when families are torn asunder by selfishness, children are brought up without love. He sought the sponsorship of UNESCO for a joint endeavour among like-minded countries in the projects:

- to index and catalogue all information of traditional knowledge;
- to publish a bi-annual series of World Technology Reports to highlight in what way technology impacts on social welfare and cultural change;
- to place India's computer scientists expertise for use in UNESCO training programmes and for networking of on-line digital libraries;
- to organise regional consultations on a World Conference on Communication and Information one of which India is willing to host; and
- to commission a study for a programme that will induce rich nations to support world-class education and research infrastructure in poorer countries.

6.5 UNESCO-INDIA : GOALS/ROLE OF HIGHER EDUCATION

6.5 (i) UNESCO View

A Place for Learning and a Source of Knowledge: As per Delors Commission (1996) growing role of scientific and technological knowledge in society in industry and trade and in the application of research to the problems of human development, institutions of higher education have an extremely important duty to maintain their capacities for high-level research in their fields of competence.

Research, in both the social and natural sciences, must be independent and free from political and ideological pressures, but must
nevertheless contribute to the long-term development of society. Science teaching must avoid the pitfalls of a sterile academic approach and an ivory tower mentality, particularly in countries which especially need to make progress in technological fields. Conversely, however, the quality of science should not be sacrificed in the interests of immediate productivity since what is at stake is universal, like science itself, and long range.

At a time when the sheer quantity of knowledge and information is expanding exponentially and when higher education institutions are confidently expected to be able to meet the learning needs of a constantly growing and increasingly varied student population, the quality of training for teachers and the quality of teaching in higher education institutions takes on ever greater importance.

Thus, everyone should be able to count more or less directly on higher education for access to the common heritage of knowledge and the most recent research findings. The university must accept a kind of moral contract with society in exchange for the resources assigned to it by society.

**Higher Education and Training of Manpower According to Changing Requirements**: Employment structures are changing as societies progress and machines replace human beings: the number of manual workers is declining, whereas supervisory, managerial and organizational tasks are expanding, thus increasing the need for intellectual abilities in employees at all levels.

Universities have come to place more emphasis on training in science and technology in response to the demand for specialists familiar with the most recent technologies, capable of running increasingly complex systems. As there is no reason to think there will be any reversal of this trend, universities must continue to be in a position to meet the demand and thus constantly adapt specialized courses of study to the needs of society. The multidimensional character of higher education must be protected to ensure that graduates receive an appropriate preparation for the labour market.
The University as a Place of Culture and Learning Open to all: The university must continue to be the fountainhead at which the growing numbers of people who find in their own sense of curiosity a way of giving meaning to their lives may slake their thirst for knowledge.

In that respect, universities have specific features that make them especially favoured environments. They constitute the living repository of the human heritage, a heritage continually revitalized by the use made of it by teachers and researchers. Universities are usually multidisciplinary, making it possible for each individual to escape the confines of his or her initial cultural environment. They are usually more in touch with the international world than are other educational structures.

Each university should become an ‘open’ university, offering possibilities for distance learning and learning at various point in time. Experience in distance teaching has shown that for people studying at the higher education level, a judicious mix of media, correspondence courses computer communications technology and personal contact can broaden the options on offer at relatively low cost. These should include both vocational training and personal development courses. Furthermore, in keeping with the idea that each person should be both learner and teacher, greater use should be made of specialists other than faculty members: teamwork, co-operation with the surrounding community and community service by students are some of the factors that can enrich the cultural role of higher education institutions.

The commission has assigned a major task to the university – even a moral obligation – to participate in the major debates concerning the direction and the future of society (UNESCO, Treasure Within, 1996).

6.5 (ii) Indian View

The Indian attitude towards educational development has been influenced by our perception of the role of higher education. The establishment of the Banaras Hindu and Aligarh Muslim Universities has a national significance which has been influenced by our freedom struggle.
to establish an Indian identity in the sphere of higher education. The establishment of the central universities is unique Indian experiment influenced by the federal character of the state policy emphasising regional linkages, the need to preserve and promote national integration and achievement of quality performance comparable to international standards (University Grants Commission, Report of Justice Dr. K. Punniyya Committee - 1992-93).

In the past, we viewed the development of each sector of education in parts, but after the Education Commission (1964-66) we began to view education in totality, the different sectors fitting into a common pattern. This holistic view is duly reflected in the National Policy on Education (1986).

Growth and development of higher education sector has been viewed by Indian policy makers and planners from the very early times as not merely an effort to establish India’s cultural identity on the international scene but also as a means to enhance the quality and productive capacity of India’s manpower. It is perceived also as a crucial input in our efforts to achieve self-reliance and autonomy in many frontal areas of strategic activity. The success of these are seen today in the advancements made in many areas, such as: Food and Agriculture, Nuclear Science, Space Science and Technology, Computer Development, etc., which are of vital importance for the scientific and technological development of the country. There is no denying, that while primary education is fundamental to the nation, higher education determines its economic and technological progress. While it is mandatory that the nation achieves universal education and total literacy, at the same time it cannot afford to neglect and relegate to a neglected position our quest to achieve global standards in higher education. Equity and social justice demand that the newly emerging beneficiaries from the secondary education sector, who increasingly represent vulnerable groups, are able to afford on access to higher education. In a democracy broad based education will promote expectations and ambitions which must be
supported by access to higher education (University Grants Commission, Report of Justice Dr. K. Punniyya Committee - 1992-93).

**India - Directions for Higher Education**: National Institute of Educational Planning and Administration, New Delhi in 'Learning : The Treasure Within' funded by UNESCO came out with the following recommendations.

- Higher Education system should be made more flexible. For this it is necessary to bring systemic changes. Modular programmes, short-term courses, choice-based credit system, bringing mature learner on the campus are some of the suggestions made in this regard.

- Model curriculum based on four pillars of education, as given by Delors Commission has to be thought of. The UGC or NCTE may provide guidelines.

- Value education, social relevance, respect for culture in the overall human domain should be borne in mind while designing and conducting higher education.

- In professional education, core elements of social science and humanities should be included.

- State has the responsibility to regulate and control. The acts, statutes and regulations should be periodically reviewed.

- Universities should be given the freedom and autonomy to manage their own affairs. Interference from non-academic sources should be discouraged. At the same time, accountability needs to be ensured (National Institute of Educational Planning and Administration, 1999).

- Participation of women in decision-making bodies need to be enhanced.

- Independent initiatives from the universities need to be supported.
Role of distance learning and open learning need to be strengthened.

The idea of private universities was acceptable to most of the participants; however, need to regulate their functions was recognised by all.

Teacher organisations should be concerned with quality concepts and quality insistence.

Education for life, through life and throughout life should be implemented by the open learning system wherever possible.

With increasing development of communication technology, multi-channel learning should be harnessed.

The scope of regional cooperation should be explored and utilised.

International cooperation in higher education should be seen more as mutual assistance rather than marketing.

Higher education should go hand in hand with elementary education. The state should continue to support higher education by setting apart 6 percent for education. Private resources are required to be mobilized for financing of higher education (National Institute of Educational Planning and Administration, 1999).

**Teacher Education**

The role of teachers require drastic overhauling. They should move beyond their present roles as mere transmitters of knowledge and information but of transformers of knowledge and information. The new role shall enable the facilitation of child learning.

There has to be a new kind of curriculum for teachers in order to enable them understand and develop and go ahead with change.

Both preserves and in service programmes should be improved.

Proper coordination ought to be maintained between theory and practice to enable teachers face future challenges with confidence.
Norms and standards must be developed for various categories of teachers' training institutions. These should form the basis of recognition of teachers training institutions of various types. Entry qualification of elementary teacher education programme should be uniform across regions.

There is need to develop quality training material for teacher educators of elementary teacher training. Teachers must be involved in preparation of material (National Institute of Educational Planning and Administration, 1999).

6.5 (iii) India's Report on Higher Education

India's report to the World Conference on Higher Education (UNESCO, June 2000).

Areas of success

- Indira Gandhi National Open University
- Women's education

Innovations

- A system of governance that promotes increasing autonomy and accountability.
- Construction of an infrastructure to ensure effective progress on a diversified basis. Relevant bodies include: University Grants Commission, All India Council of Technical Education, National Council for Teacher Education.
- Quality improvement of infrastructure, curriculum, human resources and research
- Increasing diversified provision in education and training.

Tasks ahead

- Revising the examination system
- Providing lifelong learning for all citizens
- Promoting a culture of peace
Expected results

- Application of key principles of the World Conference on Higher Education
- Efficient planning of a mega-system where students number 6.75 million.

6.6 MANAGING AND FINANCING OF HIGHER EDUCATION

6.6 (i) UNESCO on Managing and Financing of Higher Education

In regard to management and financing of higher education, Suzy Halimi (1998), Rapporteur-general at the closing ceremony of the world conference, in her oral report touched the problem. We would like to quote her extensively:

Education can no longer be – and in many cases no longer is confined to an ivory tower. The sharing of responsibilities with all partners, both inside and outside the university, is essential.

Within the institution, responsibilities belong to all users, teachers, researchers, students and administrative staff and, more widely, to all who have management and advisory functions. New forms of management which strengthen collective responsibility and transparency must be introduced.

Outside the institution, the multiplicity of partners is now an established fact: business enterprises, regional authorities created by the decentralization process and scientific research establishments independent of the university. Higher education has developed its relations with the economic world; gone are the days when the two camps ignored or found fault with one another. But in this partnership, higher education must be careful not to adopt a mercantile attitude, as firmly pointed out by the Prime Minister of France: the market is of course an inescapable fact of life, but its demands must not be allowed to predominate. This problem seems particularly acute in the countries in transition.
The partnership with industry and other sectors of society can also help to vocationalize higher education. Internships in industry have become routine in many countries, while many business managers are currently involved in higher education. In addition, consultative arrangements under which companies take part in the management of universities can be put in place, research projects can bring universities and businesses closer together and assistance in job seeking can be jointly envisaged. All this calls for a different approach on the part of business enterprises, corresponding to the recognition by universities of the need for change.

In the context of this complex and demanding style of management, the autonomy of universities and the exercise of academic freedoms must be respected. At the national level, the growing number of very diverse institutions needed to meet the changing trends in demand cannot be properly managed without flexible mechanisms and some degree of decentralization.

The supervisory function must be exercised through a policy of encouragement and support rather than restraint. It is the only way of developing forms of higher education that are better adapted to demand: open universities, private service providers of various kinds, distance-education systems, virtual campuses, shared multi-site networks, etc.

The fundamental changes that are already taking place and will continue to do so in the future as a result of the transition from the traditional to the virtual. Universities such as United Nations University are numerous. These changes affect the three main pillars of higher education, namely courses, laboratories and libraries. The impact of these new technologies, without losing sight of the ethical, cultural and geopolitical dimensions involved in access to these tools, in the generation of knowledge and in its dissemination is immense. The establishment of North/South and South/South cooperation was recommended so as to facilitate the access of all to these technologies, to strengthen endogenous
capacities and to make universally available the knowledge thus produced.

Technologies cannot solve every problem. Special efforts must be made on behalf of women who, in many countries, are still excluded from higher education and left out of the decision-making processes of society. Technologies can help, but the genuine democratization of higher education also requires the removal of the socio-economic, cultural and political obstacles that hinder women's full access to education and their full social integration.

The financing of higher education remains a major problem at the dawn of the twenty-first century. The flexibility sought after – and already largely obtained by the universities is not a reason for failing to be accountable; a method should be found, that both respects university autonomy and provides accountability; performance-related financing is one of the many ways of achieving that end. Whatever the case, there must be no violation of academic freedoms or of the basic principles underlying them.

In view of the development of higher education, the state cannot be the sole or even the main source of financing for the sector as a whole. But it in no way detracts from the state's responsibility for ensuring that higher education is adequately financed. The contractual system, as practiced in France, which links higher education institutions and the ministry responsible for a four-year period, may enable the latter to determine the extent of its financial commitment but does not prevent the institution from seeking other partners. It is obvious that the state alone cannot supply all the requisite financing, so it is advisable to create at the decision-making level an atmosphere conducive to greater diversification of funding sources for higher education. The solutions will be many and varied. In any event, an effort should be made to foster an entrepreneurial spirit in institutions which are striving to raise funds not only by traditional research and training activities but also by commercial or production operations. In yet other cases, we see the ever growing
development of a private higher education sector. New ways of diversifying resources, resulting from a variety of pressures and opportunities, are continually emerging; UNESCO and other networks could play a useful role by disseminating them.

All these possibilities of diversification are fraught with dangers that must be avoided. The most serious of all is that of undermining equality of access to higher education. Private education, for instance, while leading to wider access than would otherwise be available, tends to be fee-paying and therefore enrolls fewer underprivileged students. Involvement by the state and the retention of a public service are still the best guarantee of equal opportunities and the democratization of higher education.

6.6 (ii) Administration and Financing Higher Education in India: Over View

Financing Higher Education: According to the Report of Justice Dr. K. Punniyya Committee – 1992-93, it is necessary to have a clear perception of the role of the state in financing higher education in our country as a whole and financing of the central universities, in particular. International Experience: There is a popular impression that in many countries higher education sector is relatively self-sufficient, that is, it does not have to depend on either the state support or support from outside funding agencies. This however, is not borne out by actual situation as prevailing in various parts of the world today. Which shows that higher education institutions depend on public funds and other outside incomes to a much large extent. Even in the well known private universities and institutions in the United Stated, the share of fees is less than 40 percent and in public institutions it is around 15 percent. In British universities it is less than 14 percent and in France the corresponding figure is less than 5 percent of the total income of the institutions. However, global trend is increasingly to make institutions of higher education be dependent on a larger share from fees and sales of services both to students and to other users, such as

According to the current pattern of financing higher education in India the central universities receive funds from the University Grants Commission (UGC) as development (plan) grant and maintenance (non-plan) grant. Institutions of national importance like the Indian Institutes of Technology, receive their grants directly from the Ministry of Human Resource Development (Department of Education), Government of India, State universities are funded by the State Governments in the form of block/maintenance grant as well as development grant. State universities also receive development grants from the University Grants Commission provided matching components is given by the State Government according to a prescribed formula. In addition, universities also collect fees from students and a few universities receive some financial support from trusts, philanthropists and industry. Government and private colleges receive funds from the respective governments in the form of grants-in-aid for maintenance and development purposes. As a result, most of the colleges and universities operate with tight budgets and often incur deficits. The role of non-governmental sources in financing higher education continues to be limited (AIU, 2002).

Management of Higher Education: UNESCO had asked the member states to create legal framework for the promotion of education. India has already done that. Indian National Commission for Cooperation with UNESCO ensured a proper structuring of higher education in India. In India today, while various States of the country are made responsible for progress of education in their respective areas, the Centre also shares some responsibility in some fields of education. According to 1976 Constitution amendment some of the subjects of education have been placed under joint responsibility of the States and the Centre. The Centre is responsible for determining the standard of higher research, science education, technical education and higher education. Aligarh Muslim University; Banaras Hindu University; Hyderabad University; Jawaharlal
Nehru University, Delhi; Visva Bharati University, Shantiniketan and North Eastern Hill University, Shillong and some other centres of higher learning come under the direct control of the Central government. All educational institutes, scientific and technological institutes of national importance are run on the finances obtained from the Centre. Hence these are under the control of the Central Ministry of Education. Educational planning and education of the backward classes are also the responsibility of the Centre (Sharma, 1996).

The problem of administration, including the process of decision-making, is central to any attempt at reform of the educational system. There is a need for fostering an administrative culture that believes in individuals and decentralization as well as in participatory management. Many of the administrative and organizational structures have been inherited from pre-independence days, and are based on principles of centralization and bureaucratic controls. The National Institute of Educational Planning and Administration recently carried out surveys of educational administration in all states in India, and these indicated the awareness of the difficulties and the desire on the part of the state governments concerned to overcome them, to bring about suitable changes and to streamline administration.

Obviously, in the removal of the deficiencies and constraints pointed out above, the process and mechanism of decision-making has an important role to play. No education reform can be successful unless it secures the co-operation of parents and of students as well as teachers. Any educational plan that concentrates heavily on the rational analysis of costs and benefits and of allocation of financial resources, without taking the perceptions of those involved in the education process into account, has a very limited chance of success. The decision-making process which is central to all educational planning has therefore to be highly participative and should involve at various levels all those affected by the decisions. Lot of thinking has been given on various issues of university governance.
Central Legislation on University Governance: There have been suggestions in the past that it would be desirable to frame a Model Act for the guidance of the State Governments while establishing new Universities. A Committee appointed by the Central Government had considered this suggestion in 1964. This Committee was of the view that it would not be desirable to frame Model Acts in their view. It was enough, if the detailed provisions of University requisitions were framed on the basis of certain broad guidelines for the Governance and its structure. The Committee had accordingly recommended guidelines for framing the core provisions of University Acts, viz., the pattern of organisation, the composition, powers and functions of major university bodies, the appointment of Visitor/Chancellor, Vice-Chancellor/Pro-Chancellor(s), Registrar(s) etc.,

The Education Commission (1964-66) had gone into the question of governance of universities. Later the Gajendragadkar Committee, appointed by the UGC, submitted its report on the matter in 1971. Since then the pattern of organisation, the structure of governance and the broad provisions on various matters made in university legislations continue, by and large, to be framed on the basis of the recommendations contained in the report of that Committee.

Legislation Common to all Universities: More recently, in the context of certain major controversies which had surfaced, there have been suggestions that the Central Government should enact a law which prescribes certain core provisions that should be common to all legislations of universities in the country.

Education - A Concurrent Subject: This suggestion was prompted by the fact that education is now a concurrent subject and in consequence, provisions of any central law, if enacted, would prevail over State legislations. It has also been suggested that the objective of the proposed legislation should be to ensure a board measure of uniformity in respect of certain core provisions, the absence of which has given rise to
most of the present controversies and confrontation between various agencies. **Relationship between Government and the University** : It has also been suggested that these core provisions should deal with all the matters involving the relationship between the Government and the University, namely, the appointment and removal from office of the Vice-Chancellor; the powers and functions of the Chancellor and the Vice-Chancellor, etc. The Association of Indian Universities has repeatedly urged upon the Central Government to enact a law which should settle for all times the controversies about the appointment and removal from office, of Vice-Chancellors. A Conference of Governors held in 1987 had suggested that all University legislations should be reserved for President’s assent. As per the Department of Education, Ministry of Human Resource Development that, during the last 5-6 years, a number of University legislations have been reserved by the Governors of the concerned States for President’s assent. These are still pending with the Central Government. The enactment of most of the legislations were controversial, and the decision of the Governors to reserve them for Presidential assent further aggravated the situation.

In view of the above controversies the Punniyya Committee stated that relevant constitutional provisions are clear and specific. In the field of education, the Centre and the State exercise concurrent jurisdiction; both the Parliament and the State legislatures can enact laws. However, the constitution clearly envisages that in a subject covered by concurrent jurisdiction, the provisions of the Central laws will prevail over the State laws, unless the President has given his assent to the State law which contains any provision repugnant to those in the relevant Central Law. The Centre has not so far in exercise of its power of legislation in education, enacted any general or specific law which imposes an obligation on a State Government to ensure conformity with them. The concurrent jurisdiction has been utilised so far only to establish new Universities like IGNOU, and those proposed in Assam and Negaland. The other major legislations, namely, establishment of the AICTE and amendments to the UGC Act flow from the powers vested in the Central
Government by the entries under the Union list. The Government had, in fact announced in the Parliament in 1984 that a comprehensive legislation would be enacted on the management of the Universities. But this intention has not yet taken any practical shape. In these circumstances, unless any State Government wishes to enact a law which has provisions that conflict with the existing legislations, there is no reason why all University legislations should be reserved by the Governors for Presidential assent.

**Legislative Provisions for Uniformity in University Management** : The committee recommended that it would be worthwhile if certain core provisions of university legislations are framed and enacted into a Central law to ensure uniformity in the pattern of university management. The strongest argument in favour of such legislation was that such an enactment would end, once and for all, the controversies which have in the recent past surfaced around the office of the Chancellor (Governor), removal of Vice-Chancellor from office, etc., On the other hand, there were also equally strong views against any such Central enactment. The main plea against a Central legislation was that it would be very rigid and that such rigidities should be avoided in a system, which consists of so much diversity and pluralism. The general ambience in which we live and work today does not inspire us to be persuaded by the idealism of the latter argument.

**Developmental Educational Administration** : The most urgent task in the field of improving the implementation of educational plans is to change the present "Maintenance Administration" to "Developmental Administration". **Reorganization of Service** : The new concept of "Developmental Administration" involves considerable reorganization of educational services of the Centre and in the States. **The In-service Educational, Administration Programmes** : The organization of adequate programme of in-service education for educational administrators should receive the highest priority in our Plans. On first appointment to the administrative or supervisory side, every officer
should be required to undergo an induction course. The duration and content of such courses will depend upon the level at which the appointment is made and the type of duties he is expected to perform. In addition several different programmes of in-service education need to be developed to keep the departmental officers, abreast of the latest developments in the field and the policies and programmes of Government. These may include annual seminars on education and administrative matters, conduct of journals, sabbatical leave, visits to other States, etc. **Flexible and Dynamic Administration** : The functioning of the education departments should be made flexible and dynamic. **Evaluation and Educational Research** : It has been suggested that in the years ahead, much greater emphasis should be placed on evaluation and educational research which should be vigorously promoted. **Research Studies by the Asian Institute of Educational Planning** : The Indian wing of the Asian Institute of Educational Planning and Administration take up research studies in the administrative problems of universities in collaboration with University Grants Commission and arrange appropriate training programmes for the university staff of higher cadres. A special working party should be set up immediately to work out the details of a programme of action.

**6.6 (iii) Mechanism of India’s Participation in UNESCO**

On Mechanics of India’s Participation in UNESCO, Tayal (1997) writes that UNESCO is unique among the multilateral organizations in as much as it seeks to lead and harmonize global action in the realm of the intellect. UNESCO’s universal and timeless messages of peace and global harmony, of the unity of humankind, of tolerance and mutual respect are carried through the vehicles of culture, through education, through advancement of sciences, exploration for a deeper understanding of social phenomenon and strengthening the instruments of mass communications as well as making their contents more objective.

UNESCO takes up a broad spectrum of activities in the endeavour to reach the noble aims of the Organization. In this massive enterprise,
Governments are partners of UNESCO along with the body of concerned institutions, academics, cultural persons, artists, scientists, mass media and policy makers. To co-opt all the important players in the civil society to work for the aims and objectives of UNESCO an institution of "National Commission for Cooperation with UNESCO" has been conceived.

**Agencies for Interaction** : In India, as in most other countries, the two main pillars for interaction with UNESCO are the Indian National Commission for UNESCO (INC) functioning from the Department of Education, Ministry of Human Resource Development and the Permanent Delegation of India (PDI) to UNESCO in Paris.

(a) **Indian National Commission for Cooperation with UNESCO (INC)**

The Government of India in compliance with Article VII of the UNESCO Constitution set up the Indian National commission (INC) in 1949 which was later placed on a permanent footing in 1951. The Commission consists of five Sub-Commissions namely (i) Education; (ii) Natural Sciences; (iii) Social Sciences; (iv) Culture; and (v) Communication. The Commission advises the Government of India on all matters relating to UNESCO.

The Indian National Commission for UNESCO functions with the Minister of Human Resources Development as President and Education Secretary as the Secretary-General. The Commission acts as an advisory, coordinating and liaison agency at the national level in respect of all matters within the competence of UNESCO. It also collaborates with the National Commissions of the Asia-Pacific region and with UNESCO's Regional Offices. It performs executive functions like: operation of UNESCO Coupons Programme, public information activities, coordination of UNESCO Clubs movement and UNESCO Associated School Project in the country, publication of Hindi and Tamil editions of UNESCO's monthly magazine, Courier, nomination of experts to participate in national/regional and international meetings and conferences, convened by or held under the auspices of UNESCO, identification and
recommendation of candidates for various vacancies notified by UNESCO, handling of contracts offered by UNESCO to experts in India for writing articles or undertaking special studies, and administration of funds allocated under the Participation Programme of UNESCO.

In the mechanics of implementing UNESCO’s activities a number of Ministries and Departments and major institutions have been playing a prominent role on a continuing basis. The Department of Culture, Department of Science & Technology, Ministry of Information & Broadcasting, Indian Council of Social Science Research (ICSSR), Indian Council of Philosophical Research (ICPR), Indira Gandhi National Centre of Arts, India International Centre, scientific and technical institutions, NCERT, NIEPA, etc., have willingly offered their resources and infrastructure to carry out programmes under the auspices of UNESCO. The synergy between Principal Regional Office of UNESCO for Asia Pacific (PROAP) in Bangkok and the Regional Office for Science and Technology in South and Central Asia (ROSTSCA) in New Delhi and other regional bodies and the institutions in India has had a multiplier effect in maximising the benefits from the increasingly modest budgets of the regional offices for specific activities.

**INC Membership** : The members of the INC—both institutional and individual—contribute in the shaping of the Commissions’ views on policies and programmes of UNESCO. All the major policy documents such as the Medium Term Strategy and Biennial Programme and Budget are circulated among all the members at the drafting stage. The Commission consolidates the comments of the members and from these our position on different issues is distilled. Exhaustive and extensive consultations are held with all concerned Government departments in the preparations for participation in the General Conference of UNESCO which is held once in two years. The Indian delegation to the Conference is normally headed by the Minister of Human Resource Development and is composed of senior officials as well as non-officials renowned in the fields of culture, education or sciences (Tayal, 1997).
The five Sub-Commissions of the INC as well as the full Commission normally meet before the General Conference to discuss and finalize India’s stand on important ideas to be projected by the Indian delegation during the Conference. These meetings are occasions for an informed intellectual debate on issues of topical relevance. Suggestions for UNESCO’s participation Programme – in which the Member States are invited to propose ten medium sized projects for funding from UNESCO – are usually thrown up during these deliberations. These proposals are then consolidated and formally presented to UNESCO Secretariat by the INC for funding. With a membership of 188 countries (and 6 associate members), there is keen competition among the delegations to secure as large a slice of funds from the participation programme as possible for one’s own country. Our institutions such as the Indira Gandhi National Centre of Arts and NCERT have organized some very useful regional programmes from these funds.

(b) Permanent Delegation to UNESCO (PDI)

Since the very beginning, the PDI has made a notable contribution to the evolution of the policies and execution of the programmes of UNESCO. After the upgradation of the full-time representative to the rank of Ambassador in mid-1980’s the Indian delegation has assumed an even higher profile. The personalities that headed PDI include well known educationist Inam-ur-Rahman, scientist Maheshwar Dayal, and diplomats Arundhati Ghosh, Savitri Kunadi and Nina Sibal.

Co-ordination between INC and PDI: The INC as well as PDI operate in close co-ordination with the Ministry of External Affairs (MEA) on all issues which impinge on foreign policy as well as conceptual issues related to development, peace, human rights and multilateralism where we need to adopt a common position in various multilateral fora. Over time a well-oiled mechanism of consultation and decision-making has emerged which is smooth, quick and offers dear guidance. In fast evolving situations consultations are held on telephone, instructions of Foreign Secretary, External Affairs Minister as well as Prime Minister’s Office are
sought when required and follow-up action taken accordingly. The system performed with success during the unique Education for All Summit of Nine High Population Countries hosted by the then Prime Minister P.V. Narasimha Rao in New Delhi on 16 December 1993.

In the Ministry of External Affairs (MEA) the United Nations Division is responsible for dealing with UNESCO. In recent past, MEA has played a major proactive role on several important issues. The mobilization of support for UNESCO when it came under concerted attack from Reagantes and That cherites in early 1980s for being sensitive to the developmental concerns of the vast majority of members is an apt instance of close coordination between MEA, INC and PDI. More recently MEA's advice has been of immense value in assessing the perceived shift in UNESCO’s policies from its mandate for the development of education, culture, sciences etc. to the issues of human rights, environment etc., which are important but not the primary mandate of the Organization. India's consistent and principled policy has been to seek to strengthen the role and functioning of the Organization in its core sectors without frittering away its dwindling resources in myriad directions. A well-focused and concentrated programme so that the Organization along with its Members can make a visible impact would be the right strategy for UNESCO to prove the skeptics wrong.

Thus India has continued to be an active and prominent member of UNESCO. It has given to its loyalty and commitment and received valuable aid for development. Ultimately, in the field of international cooperation, especially concerning things of the mind, what we give is even more important than what we receive. India all along strove the elevate the role of UNESCO in the family of the United Nations and thereby strengthen the forces of peace, cooperation and development. This cooperation between India and UNESCO has revealed new vistas and avenues. The concepts of education, development and humanism have undergone profound changes, thanks to UNESCO's action.
6.6 (iv) UNESCO's Assistance to India in Higher Education

Among projects which have benefited from UNESCO's assistance are the Power Engineering Research Institute; Central Scientific Instruments Organization; Refining and Petrochemical Division of the Indian Institute of Petroleum at Dehra Dun; Teacher Training for the Engineering College at Warangal; National Institute of Foundry and Forge Technology at Ranchi; six Regional Colleges of Engineering; post-graduate agricultural education and research; television production and studio technical operation training centre, Pune, and post-graduate educational institute of engineers. UNESCO has also helped various programmes of book development. The Delhi Public Library was established as joint UNESCO India project. Indian classics have been translated and works of art reproduced and published in the UNESCO series. Recordings of Indian music have been popularized by the International Music Council. The Asian Theatre Institute, the Asian Institute of Educational Planning and Administration and the South Asia Science Cooperation Office in Delhi were established and operated with assistance from UNESCO. These examples show the nature and magnitude of UNESCO's cooperation; and behind each project it is not so much the financial resources as cooperative action and rare skills that have been of great value. Throughout the Nehru era there was no obsession with material aid to the exclusion of intellectual cooperation and ethical action; the latter always received high priority from the Indian Government and delegations (Krishnan, 1997).

Technical and Material Assistance: Over the years, India has received considerable technical and material assistance from UNESCO through its regular and extra-budgetary sources. Numerous projects have been launched, and some of them have achieved outstanding results. India asked for UNESCO's assistance mainly in the fields of science and technology. The Indian Institute of Technology in Bombay, which was launched and developed with UNESCO's assistance, is one of the best institutions of its kind in Asia. UNESCO has assisted centres of advanced
study at Indian universities and in reorganizing science teaching in secondary schools.

6.7 KEY ISSUES IN INDIAN UNIVERSITY EDUCATION AND PROAP

6.7 (i) University System in India

Since the beginning of modern university education in India towards the middle of the nineteenth century, universities have been criticised for their shortcomings and limitations. Universities are the seats of higher learning from where the society gets its leaders in sciences, arts and various other fields of national life. "If India is to confront the confusion of our times, it must turn for guidance, not to those who are lost in the mere exigencies of the passing hour, but to its men of science, to its poets and artists, to its discoverers and inventors. These intellectual pioneers of civilisation are to be found and trained in the universities, which are the sanctuaries of the inner life of the nation. The aim and purpose of higher education is to provide an integrated and coherent picture of the creation. It is through education that we must obtain a sense of perspective, a synoptic vision and a coordinated view of the different items of knowledge. Education is not knowledge or information. It is, in fact, a training of mind and a training of spirit, it should aim at imparting both knowledge and wisdom. University education in India must aim at providing the knowledge and wisdom which are necessary attributes of a fuller personality. Unfortunately, universities in this country have been working under severe limitations and hence suffer from all possible ills which would vitiate an unhampered academic growth.

India – a developing country and higher education: Institutions of higher learning, in under-developed and developing countries, including India have to play an active role in the social transformation. The universities have to "take the mantle of social conscience-keepers. The universities need not necessarily uphold only the pursuit of scientific truth as an end in itself, but should mirror the desires and aspirations of
the people and should respond to them. The university has to come to the doorstep of the masses'. In this context, today the functions of higher education may be considered to include (Akhtar, 1998):

(i) providing education and training within a structure integrating research and instruction.

(ii) providing professional training.

(iii) carrying out research in a broad range of disciplines and training qualified people for all fields of employment.

(iv) playing a part in regional development and developing international contacts.

(v) fostering the intellectual and social development of society. An 'excellent' higher education system is supposed to have the following characteristics:

**Attractive**: It does something that brings people to it and appeals to students, parents, sponsoring community, potential funding sources and to the people who run the system. **Beneficial**: It does something that it helpful to the individuals and the community in it including the preservation of environment. **Congruent**: It does what it says it will do. **Distinctive**: It is responsive to the unique characteristics of its people and thus is unlike other systems. **Effective**: It achieves what it set out to achieve and demonstrates its achievements. **Functional**: It provides learners with attributes needed to perform successfully in today's society. **Growth Producing**: It enhances growth in cognitive, effective, ethical, moral, social, physical and interpersonal dimensions of the learner's development. **International**: It plays an important role in developing mutual trust and respect between nations and establishes mutual exchange in academic programmes among countries (Sanyal, 1992).

The final report of the SEAMEO-UNESCO PROAP Regional Conference on Higher Education (9th July, 1996) held in Malaysia, while mentioning India's case gives the following facts:
Tertiary Education since 1954, is coordinated by the University Grants Commission (UGC): which oversees 3 types of universities (Final Report, 1st SEAMO-UNESCO PROAP Regional Conference on Higher Education, UNESCO, 1996):

(i) Central Universities
(ii) State Universities
(iii) "Deemed University" institutions

- India has a total of 236 universities, with a total enrolment of 7.1 million students, but its Tertiary Enrolment Ratio is only 2.1 percent.
- Distance Education (since the establishment of the Indira Gandhi National open University in 1985) has expanded to a total of 6 open universities (1 central, 5 state Us), with an enrolment of 2.4 million students.
- Research is carried out within and outside the universities. The outside links are with bodies such as the Council of Scientific and Industrial Research, India Council of Medical Research and Indian Council of Agricultural Research.

**Key Issues** in Indian Higher Education mentioned in the Final Report are:

(i) The need to improve the enrolment ratio.
(ii) Consolidation vs. Horizontal Expansion
(iii) Maintenance of Quality across the board.
(iv) Strengthening of the Distance Education Sector, especially the support systems/mechanisms and instructional policies.
(v) The need for an overall "Super Apex Body" to coordinate various "governing bodies" responsible for various institutions.
(vi) Finding a balance between university autonomy and social accountability.
(vii) Finding a balance between the needs of the job market (which is skills centred) and the liberal curricula of universities.
(viii) Strengthening the "legal framework" in order to manage the new "franchising arrangements" between Indian and overseas institutions (Final Report, 1st SEAMO-UNESCO PROAP Regional Conference on Higher Education, 1996).

Prospective areas of growth are in the field of higher education in the 21st century are listed as below:

(i) Newer Communication and Information Technologies in both the Distance Learning and "Conventional" systems.

(ii) Infusion of private capital.

(iii) More inter-disciplinary programmes.

(iv) Increasing movement of students across national boundaries.

(v) Replacement of "franchising arrangements" with "inter-university" collaborations, across national boundaries.

(vi) Merger of "conventional" and "open" universities.


6.7 (ii) International Cooperation and Higher Education

Halimi (1998) while talking about the international cooperation in oral report of higher education in 21st century said that at this stage in the analysis of the major changes in higher education we feel it is necessary and the texts we are to adopt so invite us to accord greater importance to international experience, partnership and solidarity, which several delegations, including that of South Africa, supported.

The experiences of institutions, countries and regions all stress the contribution of co-operation to greater solidarity and genuine peace. This cooperation is necessary not only to reinforce the quality, relevance and internal effectiveness of higher education, but also to build bridges between local and national partners and between nations.

The initiative of the International Association of Universities, strongly urged that higher education should include among its primary missions international co-operation and the need to promote plurality of
cultures, global awareness of problems and sustainable development throughout the world.

At the international level, the networking of higher education and research institutions under programmes such as the UNITWIN/UNESCO Chairs Programme should be highlighted as an innovative approach to national and institutional capacity-building in the developing countries.

6.8 QUALITY IMPROVEMENT AND EXCELLENCE

6.8 (i) Qualitative Changes in the Asia-Pacific

Continuous efforts have been made by UGC and other bodies related to higher education to find solutions to the above issues, which have subsequently been incorporated in various aspects of the system. With the result the quality of higher education has improved immensely although there are still severe lapses particularly due to financial administrative, political and social problems.

During the last decades since independence higher education in India has undergone phenomenal changes which are characterized not only by the growth of existing institutions and systems but also by many innovative features, relating to promotion of quality and excellence in various aspects of university functioning i.e. admission policy, staff and faculty development programme, centre of excellence, consortium of universities, accreditation system, physical resources development, use of computers and teaching aids, curriculum enrichment and research.

Correspondence education was started in Indian universities in 1962. Open university and distance education programmes have been started after the establishment of first Open University in 1982 to deal with the problems of access in higher education and also for sharing burden of the universities and colleges. Distance education is also seen as cost effective. At present there are various correspondence departments functioning in 74 universities and there are 10 open universities providing higher education in arts, science, professional, technical courses at graduate and post-graduate level.
It is felt that innovations involving new forms of institutions of higher education are timely. They compel critical re-examination of the functions of conventional institutions of higher education in the context of the emerging social need for a broadening base of higher education.

It was reported that in Pakistan and Bangladesh a kin of national system in the form of National Academy for Higher Education has been initiated for providing professional development courses to university teachers. In Malaysia, the Teaching/Learning Advisory Unit at the University Sains Malaysia renders advice and support to the teaching staff of the University. The faculty development project of the Education Development. The faculty development project of the Education Development. Society, College of Nursing, Yonsei University (Republic of Korea,) is another example of faculty development. Similar initiatives for professional development of university teachers are now also taking place in other countries of the region.

A critical factor in the future development of higher education would surely be its quality. The vision of quantitative equity and the vision of qualitative excellence must be balanced in higher education. In an attempt to ensure both quality and equity, new criteria for student admission to higher education have been introduced the introduction of quota system, in Malaysia it seeks following policy of reservation for weaker section to establish equity and for quality control introduction of entrance tests in various graduate and post-graduate examinations.

Admission in non-professional colleges is usually not difficult, except in the case of some selected colleges in metropolitan towns where there is strong competition. Entry into professional colleges, e.g. in medicine, engineering, pharmacy, dentistry, architecture, management or agriculture is difficult because of the limited number of seats available, and is generally based on a separate admission test.

The measures taken for the improvement of physical facilities and equipment. In Malaysia, library facilities among institutions are being interlocked through computerization, in the Philippines, through an inter-
university consortium, resource and expertise-sharing is maximized so that students have access to higher qualified teaching staff and sophisticated facilities offered by some institutions of higher education. Such "sharing" and "pooling" arrangements would be useful in other countries of the region. India being one of the largest system of higher education in the world has improved a lot in the field of information and library sciences. Now Indian universities according to UGC are being inter-connected with each other and other international universities in the field of library e-networking to promote e-research in higher education.

Increasing attention is now being given to curriculum enrichment and renewal, that should meet our specific development and manpower needs. The traditional structure largely derived from Western models no longer suffices. There was a need for adequate provision for research and development in the area of curriculum. Regional co-operation is particularly valuable in providing mutual support and exchanging experiences. One of the main functions of the Academic Council include prescribing determining curricula and examinations, prescribing courses etc.

Innovations aimed at involving higher education in community services have been inspired by a perception of the need for linking education with life, closing the gap between the 'real word" and the academe. Viewed in the context of development, higher education is expected to operate as an agent of growth and change. The participation of institutions of higher education in regional planning and development, in community services and in manpower training programmes makes education an investment in development.

Efforts in this direction are being made n many countries. In Pakistan, for example, pilot projects have been started in two provinces where general universities, agriculture universities and the engineering universities have jointly launched a project in which the students are required to go to rural areas to study local problems as a part of their course requirement. The scheme is operated by the centre for the
Application of Science and Technology for Rural Areas (CASTRA). A project in India seeks to mobilize science and technology through the joint effort of universities and other organizations for solving the problems of social and economic development in an area. The centre of research for development (CORD), now functioning at the University of Kashmir, is an example.

6.8 (ii) Improvements Suggested by India

India has time and again bombarded the Unescans with her own ideas as to what rest of the world should learn from the Oriental Civilizations.

Value Education: The Missing Link in Higher Education: Value education teaches the youth that knowledge and skill are not the only requisite to succeed in life, but a positive attitude and a humane way of action. Values teach the youth to laugh at their miseries and be sympathetic towards others' miseries. Men with values and independent thinking do not succumb to pressures from time and their competitors. They take their competitors as a group of which they are good members or good leaders. Men of values and independent thinking do not think they are above the competitors. They do not think themselves to be leaders with special gifts. When they are leaders, what Dr. Purushothaman and Dr. Antony Stella (2001) say about leadership holds good to them. They say, "According to the social psychologists, leadership is a special phenomenon arising from group action: it is not considered as a special property or gift of an individual. Although some people appear to possess more of the characteristics conducive to it than others, leadership occurs in group situation.

Value education teaches harmony, independence and leadership. A person who succeeds in the right way, is the one who inspires others to succeed. He appreciates others' problems too and tells them how to solve them. We should remember that our children, the future generation, start from only where we end (Sundarajan, 2002).
Quality Teaching in Higher Education: In order to sustain the quality and effectiveness of teaching in higher education, it is an urgent need to introduce periodic inspection in colleges to review the progress and achievement of teachers in terms of their quality output in teaching and their academic par excellence. The modalities of inspection can be arrived at in consultations with the teaching community, students, and management. Teaching must tend to characterise the outlook of the members of the profession. No sacrifice would be too great to improve human capital of a country. Finally, good and effective teaching cannot just happen. The teachers should carry out their part of the responsibility through intensive effort to improve standards and the whole academic community should strive to serve society, through sustained dedicated work and commitment to the pursuit of knowledge, excellence and national development (Nagendran, 2002).

International of Higher Education and Restructuring of Academic Courses: Digital repository of course material of modules may be developed. Another essential element is to have Students Evaluation of courses as an in-built part of the operational system of the institutions. Then, there is the aspect of examination reforms towards grading system. All these academic aspects may be considered under one umbrella and a national policy of restructuring of academic courses may be formulated for internationalisation of Indian higher education (Bhattacharya and Banerjee, 2002).

Though priority must be given to elementary and adult education and the improvement of secondary education, the importance of the role and contribution of higher education in national development must be fully recognised (Thakur, 1997).

6.9 GLOBALISATION OF HIGHER EDUCATION

Singh (2002), while taking on education for global society, says that as we move through the last decade of this extraordinary century, which has witnessed unparalleled destruction and unimagined progress; the cruelest mass killings in human history and the most amazing
breakthroughs in human welfare; the advent of weapons of unprecedented lethality and the creative probings into outer space, we find ourselves poised at a crucial crossroads in the long and tortuous history of the human race on Planet Earth. It is now quite clear that humanity is in the throes of a transition to global society. We live in a shrinking world in which the malign heritage of conflict and competition, and the growing gap between the developed and the developing world, will have to make way for a new culture of convergence and cooperation if the rich promise of the next millennium is not to evaporate in conflict and chaos which is already overtaking many parts of the world. This is the basic challenge for higher education in the twenty-first century.

It is not that India's lack the intellectual or economic resources to tackle the problems. Scientific breakthroughs and technological ingenuity have given us the capacity to overcome all these challenges, but what is missing is the wisdom and compassion to apply them creatively. Knowledge proliferates, but wisdom languishes. This yawning chasm that will need to be bridged before the end of this decade if we are ever to reverse the present trend towards disaster, and it is here that education in the broadest sense of the term assumes such a vital position. National educational systems are almost invariably postulated on beliefs that flow from pre-nuclear and pre-global perceptions, and are therefore unable to provide new paradigm of thought that human welfare and survival now requires. Outmoded orthodoxies and obsolescent orientations continue to deprive the younger generations of an adequate awareness of the essential unity of the world into which they have been born. Indeed, by fostering negative attitudes towards other groups or nations, they hinder the growth of globalism.

The astounding communications technology which today encircles the globe, seldom uses its tremendous potential to spread global values and foster a more caring, compassionate consciousness. On the contrary, the media is full of violence and horror, cruelty and carnage, unbridled consumerism and unabashed promiscuity, which not only distorts the
awareness of the young but dulls our sensitivity to the problems of human suffering and pain. What is urgently needed, therefore, is a creative revolution in our educational and communications policies. We need to develop carefully structured programmes on a global scale based unequivocally on the premise that human survival involves the growth of a creative and compassionate global consciousness. The spiritual dimension will have to be given central importance in our new education all thinking.

We must have the courage to think globally, to break away from traditional paradigms and plunge boldly into the unknown. We must so mobilize our inner and outer resources that we begin consciously to build a new world based on mutually assured welfare rather than mutually assured destruction.

Towards the Future

Educational goals and policies are subject to periodical review and change in accordance with the changing requirements of the society. The National Policy on Education in India which was formulated in 1986 is now under review, and for this purpose the Central Government has initiated wide ranging consultations. The policy also comes under periodic review in the course of the formulation of five-year plans, but while the emphasis may have shifted here and there, by and large, the goals and policies of education in India have remained the same as indicated in the National Policy. In the foreseeable future, these goals and policies are likely to guide the development of education. The goals of development of human resources, national integration, economic development, democracy and self-reliance, women equality, population control, environmental conservation are to guiding formulation and implementation of policies in our country. The main attempt in the future must be in terms of effective implementation, removing the deficiencies that have been pointed out. In the fulfilment of our goals of higher education, UNESCO-India collaboration can go a long way.