CHAPTER VII
SUMMARY AND THE CONCLUSION

7.1 INTRODUCTION

The United Nations Educational, Scientific and Cultural Organization was born out of moods and aspirations enkindled by the Second World War. Those who fathered it in 1945 had unusually but understandably difficult time deciding what it was to be and what it should do.

The International Institute of Intellectual Cooperation established by the League of Nations in 1921 was the precursor of UNESCO, which took over its work and profited by its experience. UNESCO, thus inherited a few difficult and academic responsibilities.

The UNESCO Constitution was written in London in 1945 and ratified with some changes in Paris year later. Rajkumari Amrit Kaur of India attended the Conference as a delegate from India. It was a memorable event, though the press of ideas, often as diverse as the background of the men and women who formulated them, was so great that no clear unifying pattern emerged. A long time was required before the course of UNESCO could be determined with adequate clarity. Yet a notable beginning had been made. For the first time in human history an organization came into existence which provided the peoples of the world with an opportunity to move concertedly towards common cultural goals.

It must be mentioned here that since UNESCO came to be an international agency concerned with the exchange of cultural heritage, it was expected, of course, to work side by side with, and in effective way, complement, a great number of national agencies serving the same purpose, while also seeking to advance the interests of their respective countries.
7.1. (i) UNESCO’s Role in Education

To the founding fathers of UNESCO and the delegations of the 20 countries that assembled in Paris in 1946, education was merely restoration of all western-oriented systems and structures of formal schooling that had suffered the ravages of war and wanton destruction. The extension of these systems to other parts of the world was the prevailing mood. Today, thanks largely to UNESCO’s efforts, the concept of education and its contents, methods and structures have undergone revolutionary change, posing new challenges and tasks to all societies who must find their own solutions in the context of their specific problems and conditions. Over the years, we have experienced the extension of education in time, space and content, and glimpsed the wonderful potentialities of life-long learning that are still to come in new forms and modalities. UNESCO has reflected on learning to be; to this we should now add the need of learning to become and the urge for learning to transcend. We hope that with our cultural tradition of the past and the new strivings and goals of national development, India will contribute significantly to the education of the future, to the being, the becoming and the transcending of man and his societies, through the richness of diversities reflecting the creative spirit of man, towards a sense of universality (Krishnan, 1997).

The purpose and function of UNESCO, according to the 1976 amended text to the Constitution, include collaborating with members, at their request, in the development of educational activities; instituting collaboration among the nations to advance the ideal of equality of educational opportunity without race, sex or any distinction, economic or social; suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom. Maintain, increase and diffuse knowledge; assuming the conservation and protection of the world’s inheritance of books, works of arts and monuments, of history
and science, and recommending to the nations concerned, the necessary international conventions.

Encouraging co-operation among the nations in all branches of intellect, including the international exchange of persons active in the field of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other material of information is important function is UNESCO.

7.1. (ii) UNESCO on Higher Education

Importance of higher education: The worldwide challenge of mass Higher education has yet not been accomplished. As per the report of UNESCO's International Commission on Education for the Twenty First Century, termed as, “Treasure Within” published in 1996, some facts emphasizing, the required, expansion of Higher education at global level have come forward. The accelerated pace of population growth, wastage of natural resources, environmental damage, chronic poverty in much of the world, and oppression, violence and injustice, call for large-scale remedial action that can be implemented through international co-operation and taking the global responsibility as one. Co-operation in education should thus be viewed in the broader context of the international community. The collective action is necessary at the global level under their an spicies of United Nations Organization. International Conferences or World Summit with an intact world-oriented approach, can determine the co-operation for transforming the globalization of problems into a force for good.

As per the Commission's report 'Treasure Within', pressure is being put everywhere on institutions of Higher education to expand enrolment, which was 28 million in 1970 and almost doubled to 60 million by 1996. Higher education has been in crisis, in past decades, in developing nations, even now the confidence in Higher education has been eroded by gradual unemployment. The expansion in the number of learners has levied more expenditure on mass higher education. The important function of higher education growing in recent years is international
co-operation, along with the primary functions like advancement and transmission of knowledge, research, innovation, teaching and training and continuing education. Such functions contribute to sustainable development. Higher education also educates the political and social leaders, intellectuals and company heads to solve tomorrow's ethic and scientific issues. It provides further learning opportunities and development aspects of the society as a whole. For the development of human resources, the institutions of higher education have an extremely important duty of high-level research in the fields of competence, and another role of advancing knowledge. The research in social as well in natural sciences must be independent and free from political and ideological pressure, so that it can contribute to the long-term development of the society, on the other hand the quality of science should not be sacrificed in the interest of immediate and temporary productivity.

Historically, the Industrial Revolutions have witnessed the changing employment structures, as societies have progressed. Man is replaced by machines, manual working is declining day-by-day, which resulted in the expansion of supervisory, managerial and organizational tasks. Qualification requirements are constantly rising. Universities are emphasizing more on training in science and technology to produce men capable of running increasingly complex systems. There is rivalry between research and teaching, so the most successful institutions are those that have evolved flexible and co-operative forms of teaching.

The university is a place of culture. Culture should be considered here in its widest sense, ranging from the most mathematical of sciences to poetry, concerning all the fields of mind and imagination. University being the place of culture and learning, open to all, has the central theme, of learning throughout life.

Higher education is the best tool for the international co-operation, for bridging the knowledge gap and to enrich the dialogue between peoples and between cultures. Co-operation among scientists is a
powerful tool for the internationalization of research for Economic Co-operation and Development. Countries are facing a challenge to sustainable development in economically weak countries. European Union (E.U.) countries have produced enormous scientific and cultural benefit. The urgent task is to devise ways to accelerate co-operation and to build up research capacity in less-developed countries. This will benefit both sides, i.e. the industrialized. Countries, as greater understanding can help to solve the problems of global village, which will promote North-North and North-South co-operation.

Communication through computer has created a potential for the internationalization of research and co-operation, due to interactive online research.

7.1. (iii) India on Higher Education

The British, during their rule in India had created an education system which suited their colonial interests, but after India attained freedom, persons like Nehru, Gandhi, Raj Kumari Amrit Kaur, Radhakrishnan and Maulana Abul Azad became busy in laying an appropriate foundation for an education system of the future. S. Radhakrishnan as the architect of the education commission, performed a Herculean task and sought to give India the best possible ground for all kinds of education. The UGC was made responsible for conducting the affairs of higher education in India.

The UGC, set up by Act of Parliament as an autonomous body, has central responsibility at the national level for promoting and coordinating university education, for maintaining academic standards and for allocating and disbursing grants to the universities.

Under the Constitution of India, education, including higher education, falls within the legislative competence of the states of the Union. The universities are mainly financed by grants from the state and central governments.
The idealism that prevailed on the eve of independence became the moving spirit which promised to take India along the lines of peace, non-violence, friendship and cooperating. UNESCO urged on the people of the world to become world citizens preaching the ideal of universal man. Efforts were made to reconcile nationalism with internationalism. The saying that “East is East and west in West, and never the twain shall meet” was to be refuted. Unesoc's job was similar to the job performed by the Indian statesmen who were to be faced with a myriad of faiths, languages, cultures, regions and religions. India was to become a laboratory for searching the tools for brotherhood, cooperation, integration, understanding and mutual help. The centripetal and centrifugal forces had to be balanced. Rene Maheu recognized that running India was like running the entire world.

India had, while including the Directive Principle of State Policy, paid special attention to the education and health needs of its population. Free and compulsory education, development of agriculture and animal husbandry along modern scientific lines, industrial development, etc, have been thus high on the priority list. All this was highly appreciated and UNESCO did its best to help India achieve the educational, scientific, technical and cultural development which would befit an ancient civilization on the road to modernization.

On the eve of independence India lagged far behind the other developed countries in the field of education. India was certainly in need of an accelerated development and the role of higher education and research was duly recognized by the builders of modern India. India gave the slogan of self-reliance but it must be said that, in the beginning, either because of lack of financial resources or due to some negligence, a proper emphasis on research and development was not laid. India had to remain a backward country. No doubt India produced scientists, writers, intellectuals comparable to those of the developed world but their number remained negligible However, slowly, India progressed and once the will was there, she reached the threshold of development in a rather short
span of time. The development of higher education along the right lines made all this possible, although the picture is not all that rosy at the moment because of the political instability, and increased expenditure on the external and internal security and a lack of uniform and continued policy and multiplicity of the other factors.

Once the importance of higher education was realized, India started opening all kinds of colleges, universities, research institutes in the public sector as well as in the private sector. We have the largest system of higher education with 274 universities, 11,831 colleges, 77,33,612 students. India took a unique position among the members of UNESCO suggesting that philosophy should lead other social sciences as well as natural, physical and biological sciences to eliminate the possibility of their being abused for wrong purposes. For a very long time, for example, nuclear science was used for peaceful purpose. But for the political difference with the neighboring countries, India could have been able to spend more on higher education. Brain-drain too led to wastage of our financial resources for higher education and research. Although, research and development was paid attention before it was too late but India could not afford to provide the facilities and brains chose to go abroad. Meager salary could be offered to the researchers and educationists which led to dissatisfaction leading to the exodus of men like Hargobind Khurana, Amartya Sen, doctors, engineers, agriculture scientist geologists and Nuclear scientists, India's loss was the gain of the western developed countries. In spite of all this, India slowly started teeming with educational institutes, museums and libraries, zoos, botanical gardens and national parks and wild life sanctuaries. India has been fortunate in having leaders of vision like Gandhi, Nehru, Maulan Aazad, Dr. Zakir Hussain, S. Radhakrishanan, S. Goopal, Indira Gandhi, Rajiv Gandhi, Atal Bihari Vajpayee, Manmohan Singh, Homi. J. Bhabha, and the like who, in spite of all the odds against them, raised Indian's status as a country of scientists and academicians.
Indian Pool of scientists, technologists, philosophers, men of humanities, jurists, agriculture scientists, geologists, environmentalists, managers, computer scientists, journalists would make any Unescan happy. It is all due to the development of higher education that India does not lag behind any other country in the fields of development of natural resources, energy resources, space research, defense research, atomic research and the development of software, railways, civil aviation. However, India has not been able to develop the infra-structure which only can bring it at par with the developed countries.

Higher education must contend with two basic issues—the maintenance of standards in the face of rapidly expanding system and the responsibility of the universities to meet the needs of a changing society. Since independence, there has been an unprecedented growth in enrollment and in institutions designed to service this growth. Quality, however, it appears, has not always kept pace with quantity. Per capita support to higher education has been unable to meet the continuing increasing cost per pupil.

UGC has made continuing efforts to counteract these problems and raise standards. To stem the spread of poorly equipped and substandard colleges and courses, UGC has laid down norms which colleges will have to meet before they can start undergraduate and postgraduate courses. Among other requirements, the colleges must prove that there will be enough staff, books, and equipment to furnish the courses and enough demand to justify such courses.

Directly related to the problem of maintaining standards is the problem of meeting society's needs, particularly in relation to unemployment. The influx of students into universities that have been modeled on the British System has meant that mostly students have been required to study subjects tangential to their major interests. The concept of affiliated colleges with a stress on qualification through examination has not always been in the best interest of students, who are thus required to pass rather than to learn, and text books-mastery rather than
subject-mastery has plagued many. The problem of medium of instruction (Indian languages used at the first degree level and a foreign language at the secondary degree level) has provided a further stumbling block, since such a policy fails to take into account the integral relationship between undergraduate and postgraduate programmes.

The responsibilities of the universities to their students and society is further compounded when one realizes that, in spite of attempts to equalize educational opportunities, most of the benefits go to upper and middle-class students and students from the lower classes have access to inferior institutions. In addition, first generation students generally have lower scores than second or third generation students, their dropout rate is higher and they are more likely to encounter with unemployment upon graduation.

Until the goals of higher education are clearly articulated, confusion inevitably will arise. While the desire to provide mass education and meet the manpower needs of the society has opened new opportunities to many, it has also resulted in an over-productivity of graduates and the frustration of unemployment because the economy cannot absorb them. A vast number of those who receive higher education, and on whom large amounts of public funds have been expanded, are enable to become productive.

In an attempt to make the university more responsive to the needs of the community, UGC has given special assistance to selected university departments and has sponsored courses for advanced studies in different subjects, college improvement programs, summer institutes, and refresher courses. It has encouraged a linkage between course offerings and the manpower needs of the country. In has also supported the creation of autonomous colleges (to be aided by governmental financial grant), which could be free from the restrictions of existing universities. At present there are autonomous colleges. A scheme of autonomous departments in the university is also underway. Continuous efforts are being made for maintaining balance between quality and quantity by
introducing innovations in all areas of higher education. Perhaps the most obvious attempt to make Higher education responsive to the needs of the country has been manifested in the growth of science and professional education.

Since the inception of Mutual Education Exchange Program (Fulbright – Hays Act), many students and teachers have studied in the United States. Cultural Exchange agreements also exist with Russia and with Eastern and Western Europe. In addition, there are collaborative programs, especially in agriculture and technology, between institutes in the U.S., Europe and Russia and their counterparts in India. India also cooperates with UNESCO, the World Health Organization and other international agencies.

7.1. (iv) Interaction : India and UNESCO

The exact nature of the interaction between India and UNESCO in the field of education can be understood only as a process of gradual unfoldment. This unfoldment took place in the form of a reaction which was of three kinds. First, India reached to the educational programmes of UNESCO as adopted by it from time to time; second, it reached to the difficulties that were perceived by it in the realization of its own educational objectives; and third, it reached to the potentialities of UNESCO in removing those difficulties.

The emphasis put by both UNESCO and India on education was rather of a general nature during the initial years. Both UNESCO and India were in a sense grouping for a direction in formulating their policies and attitudes in respect of the educational programmes.

After the initial period of interaction between India and UNESCO, that is, say after the year 1950, the Indian attitude to UNESCO's educational role began to assume a more concrete shape, inasmuch as India highlighted the practical problem of the expansion of education more than the value of spirituality. How to provide free and compulsory education to all? This was the basic question uppermost in the minds of
the Indian planners. As started earlier, India considered the availability of suitable reading material for the neo-literates to be an essential requirement of the success of the programmes of social or fundamental education. One of the ways in which the neo-literates could get suitable reading material was to establish good public libraries all over the country.

7.2 NEED OF THE STUDY

In the beginning of the present millennium we find ourselves surrounded by an environment of hunger, disease, environmental degradation, violence, with the threat of annihilation of mankind by atomic, biological, chemical (ABC) weapons. The need of an International Organization like UNESCO was felt after the Second World War, hence it was in the nature of a cure. Wise people tell us that prevention is better than cure. Before the entire humankind is wiped out from this planet through education particularly higher education. It would be better to create a kind of software in the form of rationally thinking minds throughout the population of our planet. It hardly needs mention, that Research and Development has to lead higher education (facilitated by UNESCO and other bodies in India working within the framework of UNESCO). Hence the need and importance of the right kind of higher education not only in a particular country but throughout the world.

The need of change demands that we focus on education, health care, agriculture, proper governance, higher employment generation, industrial growth, national efficiency and productivity, empowerment of women and rural prosperity. With a targeted transaction of value added IT products amounting to $80 billion by 2008.

The present study sought to find out the role played by UNESCO in shaping higher education in India, the contribution made by India to UNESCO, to what extent has India developed education, science and culture keeping in mind the aims and objectives of UNESCO. The effort has been to find answers to some questions like whether India has developed the habit of co-operating with other countries in the areas
identified by UNESCO; the contribution made by Indians in UNESCO in the field of education, especially higher education; and how does the Indian higher education system compare with the policies and programmes of UNESCO. The study has examined the quantitative and qualitative achievements of India in the field of higher education. The contribution made by Indian educational philosophers to the development of theory of education propounded by UNESCO and how has India's approach relating education with non-violence, development, international understanding and cooperation been incorporated by UNESCO. It has been a part of discussion to analyze the problems of higher education in India and the prospects and the potential of India in the field. Indian efforts towards improvement of quality and excellence of higher education have also been analysed and how for these have been in consequence with UNESCO policies. The study has scrutinized the role played by the Indian National Commission for Cooperation with UNESCO, PDI and the bodies like UGC, AIU, ICSSR, CSIR and other similar organisations.

The need for such studies cannot be minimised if we keep in mind the decisive role which higher education can and would play during the times when the pressure of industry, agriculture, environment needs is so great on education. If we are making efforts to change the minds of men so as to make them conducive to peace and development, we should know where we stand at the present point in time when it comes to studying UNESCO and the development of education in different parts of the world. The need of the present study, thus, arose out of the demand of the society and the desire of the investigator to evaluate the development of education with special reference to the development of higher education. This alone would help the decision-makers while they are preoccupied with the task of formulating the policies and programmes. The study, it is humbly submitted, would enable us to find out the mistakes committed, and the opportunities waiting for the academic world in the age of globalization and electronisation.
7.3 TITLE OF THE STUDY

EVALUATION OF HIGHER EDUCATION IN INDIA IN LIGHT OF
UNESCO POLICIES AND PROGRAMMES

7.4 OBJECTIVES OF THE STUDY

The present study is the evaluation of the higher education in India in light of UNESCO polices and programmers. India is one of the founding-members of UNESCO, and has been actively participating in all its programmes and activities in the fields of education, science and culture. As such it is only natural that it should have made its views known regarding what UNESCO should be and what should it do, besides facilitating UNESCO’S work in India and in the rest of the developing world. These are the objectives, which form the framework of analysis, or a “research design” of this study. The specific objectives which the study sought to analyse were:

(i) To study UNESCO as an agency of International Scientific Cultural and Intellectual Co-operation.

(ii) To study UNESCO’s contribution in the field of education.

(iii) To study UNESCO’s contribution in various areas of higher education relating to its policies, programmes, management, research and development, quality improvement.

(iv) To study higher education system in India in relation to its policies, programmes, management, quality improvement.

(v) To evaluate Indian higher education system in accordance with UNESCO policies and programmes.

(vi) To give suggestions, for the consideration of Policy makers, to be incorporated in higher education system in India for making it comparable with International Stanards.
7.5 METHODOLOGY

For the purpose of the present study, a historical analytical approach has been adopted, utilizing both the primary and secondary sources available in the UNESCO offices. Annual reports of UNESCO, libraries have been scrutinized to evaluate the work on Higher education done by UNESCO and India together. Material has also been collected on the internet, newspapers, periodicals, research journals, etc. In the end, suggestions have been given for the consideration of policy makers, UNESCO personnel and those responsible for conducting higher education in India and other third world countries after a thorough and critical analysis of the work done in this regard so far.

7.6 DELIMITATION

The present study was limited to the analysis of Higher education system in India. In this it has dealt with University Education only including Science and Arts streams. Other areas of Higher education have not been included in the scope of this study.

The study was divided into the following chapters:

(I) INTRODUCTION
(II) REVIEW OF RELATED LITERATURE
(III) METHODOLOGY
(IV) UNESCO ON HIGHER EDUCATION
(V) HIGHER EDUCATION SYSTEM IN INDIA
(VI) EVALUATION OF HIGHER EDUCATION IN INDIA IN THE LIGHT OF UNESCO’S POLICIES AND PROGRAMMES
(VII) SUMMARY AND CONCLUSION

7.7 CONCLUSIONS

Within the United Nations system, UNESCO represents the linchpin and the main framework for co-operation in the field of education. By the
terms of its Constitution, UNESCO's Member States have explicitly laid down that its responsibility is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world. This means that its mission is first and foremost an ethical one, and that its action to promote education throughout the world is geared wholly to the attainment of these ideals.

UNESCO helps to generate new thinking among educationists, draw upon the wide range of their experience, stimulate and marshal their energies in order to build the future. It also endeavours, more directly, to further knowledge of educational problems from an international standpoint, by carrying out or by commissioning studies on a range of subjects relating to various levels and kinds of education.

With the end of World War II came the conviction that Wars begin in the minds of men and that ignorance fosters the suspicions and hatreds on which wars breed. It was felt that international collaboration could bring knowledge and greater understanding among peoples. To these people an international organization could provide the basic tools of knowledge and interchange of ideas between scientists, writers, social scientists and artists of different countries.

UNESCO is a Specialized Agency under the Economic and Social Council and is one of the technical (non-political) agencies. The Head Quarters of UNESCO are in Paris. UNESCO's General Conference meets after every two years. It also has an Executive Board. The Director-General is the Chief Executive of the organization.

The Constitution of UNESCO came into force on November 4, 1946. The First Session of the General Conference met on November 19, 1946 at Paris which had been chosen as the headquarters for UNESCO. Dr. Julian Huxley was elected as the first Director-General of UNESCO. According to the latest information, UNESCO has now 188 members (and the 6 associate members). They all have equal voting rights. The
Secretariat is headed by a Director-General. Mr. Koïchiro Matsuura (Japan) has been the current Director-General since 12 November, 1999 and was appointed by the General Conference to serve a term of six years. The Director General is responsible to the General Conference.

Some of the main objectives of the present study were as follows:

- To study UNESCO’s contribution in the field of education, especially in various areas of higher education relating to its policies and programmes, management, research and development and quality improvement.

- To study higher education system in India in relation to its policies, programmes, management and quality improvement.

- To evaluate Indian higher education system in accordance with UNESCO policies and programmes.

Major conclusions based on the study of development of higher education in India in the light of UNESCO policies and programmes have been given.

7.7 (i) UNESCO and Higher Education

UNESCO’s policy towards higher education seeks to reinforce its role and function in the light of profound political, social and economic transformations occurring in society today.

Higher education is viewed by UNESCO as a means to an end, the means being societal development, quality of life, reduction in the educational disparities, diffusion of knowledge which, in turn, has to fulfill the end objective of creation of peace in the minds of men.

The objectives to be attained by UNESCO through higher education are: Universal access to all at all stages of life, employment of new innovations to meet educational needs, to perform the role of consciousness-raising, and to develop a culture of peace.

In order to enable Member States to turn the knowledge and experience made available to them by the international community to
optimal amount, UNESCO seeks to encourage their practical application, in specific contexts, with a view to providing solutions for practical problems and developing innovatory approaches designed to improve performance in various fields of education. This activity takes the form of pilot-projects or large-scale regional projects carried out in Member States. It is supplemented by the publication of handbooks and guidebooks (on science teaching and technology, literacy training) and synoptic studies (on the planning and financing of education, educational content and methods).

Significant progress has been made in recent years in the development and strengthening of higher education with the countries of the Asia-Pacific region, particularly leading to improved student access, strengthened research and post-graduate programmes, more equitable representation of different social groups among graduates, renewal of curricula and adoption of new teaching and delivery methods, and enhanced institutional management and strategic planning capacity. At the same time, many nations are still far from achieving the number and quality of graduates as required by the new competitive economic situation.

As a result of UNESCO’s efforts population education policies and programmes at the country level have been improved, in particular through continued participation in the inter agency TSS-CST system and the implementation of the recommendations of the five-year review of the International Conference on Population and Development (ICPD+5) pursued.

UNESCO has touched upon all the fields of higher education like teaching and the curriculum, teacher training, exchange opportunity: (both educational and cultural) introduction of teaching modules, modern audio-visual technologies, pooled experiences, regional and international cooperation.

UNESCO has seen the benefits of exchange of men, material and the ideas across the man-made boundaries and has encouraged the free
flow of information that comes in the wake of the movement of students and scholars to different regions of the world which alone can help build the web of world civilisation, whether such exchanges have been done educationally or culturally.

UNESCO has facilitated the pooling of best experiences enhanced through the development of 20 national nodes within the International Registry of Innovative Practices in Education, Public Awareness and Training for Sustainability and through a wider distribution of the newsletter connect.

UNESCO while retaining the traditional ideas has come out over these years with novel ideas which have found manifestation in the form of different programmes such as:

Under the UNITWIN/UNESCO Chairs Programme 133 UNESCO Chairs and 29 inter-university networks have been established. An increased involvement of all sectors and Regional Offices has been achieved and UNITWIN focal points have been established within the Programme Sectors concerned. The co-operation with the United Nations University (UNU) in formulating and launching new joint projects were reinforced during 1994-1995.

It is increasingly being recognized that the importance of higher education to national development extends far beyond the production of graduates and basic research. Everywhere, higher education performs a range of key economic and social functions, the value of which is acknowledged both by governments and the wider society.

Higher education being at the apex of education in any country has a unique and the most important role to play in igniting the education process in a country.

As the world has entered the new century, the role of higher education has seen a sea-change and things are not what they used to be in the last century. The changing socio-economic and the political environment has to be matched by the kind of higher education conducive
to the changing times. Higher education has also to tap the new technologies like computer, internet and virtual library.

A lot of emphasis has been laid by UNESCO on quality and improving university level teaching.

One of the fields in which UNESCO strives most resolutely to develop its co-operation with the different countries is the key area of educational personnel training, which is not, of course, confined to teachers. It encourages such training throughout the world in particular by organizing courses, seminars and workshops for the different categories of personnel, and by awarding fellowships at the national, regional and international levels.

7.7 (ii) Higher Education in India

UNESCO seeks to eliminate illiteracy and through mass education campaign seeks to bring about education for all.

The dawn of independence set the Indian minds thinking to get rid of the hangover of the British educational policies. The needs of the nationalist leaders were different from the erstwhile colonial masters who had structured the Indian education system so as to serve their own interests. Now the indigenous system of education was needed to take the new nation onto the path of self-reliance, economic and social development. Hence, the post-independence policies and programmes and their implementation was markedly different from the legacy of higher education left by the British.

That there has been over the years a good measure of interaction between the value and belief systems, on the one hand, and the educational policies, on the other, is evident. The special emphasis on equality of opportunity in the educational system, which has remained a major goal, at least since independence, can be traced to the perceptions of the social and political forces in the country of the need to correct which the Education Commission called 'a major weakness' of the Indian society in the past, namely the lack of equality and social justice.
The belief in planning and planned efforts for economic and social development, and the key role of the government in such an effort, are part of the current value system in India. This has led to planned attempts at defining and reaching educational goals, and also to the crucial role of Government in such an effort. However, India has a strong tradition of voluntary effort in education, and this co-exists co-operatively with governmental efforts.

As per 1968 Education Policy: "A radical reconstruction of education ... is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society".

The Indian attitude towards educational development has been influenced by her 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 the countries freedom struggle to establish an Indian identity in the sphere of higher education. The establishment of the central universities is unique the Indian experiment having been 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.

In the past, India viewed the development of each sector of education in parts, but after the Education Commission (1964-66) it 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 the countries 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 India's 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 access to higher education. In a democracy, broad-based education will promote expectations and ambitions which must be supported by access to higher education.

Indian Educationalist feel that a university has to serve as the conscience of the nation and from this point of view it should encourage individuality, variety and dissent within a climate of tolerance; Inculcate and promote basic human values and the capacity to choose between alternate value systems. Efforts should be made to create at least a few centres which would be comparable to those of their type in any other countries of the world and thus help to bring back the centre of gravity of the academic life within the country itself.

A major goal has been to link it with economic development as desired by UNESCO. With this end in view, a vast structure of technical education has been built up, which provides skills at various levels as are required by the economy. As a result, India has the third largest supply of manpower resources in the field of science and technology, and is a major exporter of trained manpower to other countries.

The objectives of the NPE 1986 are to remove the disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far. Education has to bring about
women equality, provide for the schedule castes, schedule tribes, other educationally backward sections and areas, minorities the handicapped and adults.

At the executive level, the Union Minister of Education, assisted by the secretariat, is responsible for the implementation of the policies on higher education and is answerable to the parliament. The education minister in each state is responsible to the state legislature. He is assisted in the discharge of his duties by the Secretariat and the Directorate of Education.

Higher education has a crucial role in training manpower for national development. It is, therefore, necessary to provide it with adequate support and finances to: (i) maintain the infrastructure and establishment at an acceptable level; (ii) to keep abreast of latest developments; and meet future challenges.

As higher education is the joint responsibility of central and state governments, both help to fund it. Central universities receive their grants from the central government and its agencies, such as the UGC. The deemed universities and institutes of national importance are also substantially funded from the centre, State universities are primarily financed by state governments. They also receive funds from the UGC. Colleges in the States receive grants from the state governments. They also receive funds from the UGC. Generally State universities are under severe financial strain as the yearly increase in maintenance grant falls short of needs. Development grants vary from state to state. In most sufficient funds are not available for development and expansion of state universities which rely on the UGC for support. The UGC provides development grants to state universities on the basis of plans the latter submit. The UGC has two basic grant patterns. For some academic programmes, the Commission meets the entire cost for a fixed term, usually five years, on condition that state governments finance the activities beyond the period. In the second pattern, usually for infra-structural development, the commission pays 50 to 75 percent of
total costs, the remainder coming from state government. In all, about three-quarters of university expenditure is met by the government: centre and State, about 17 percent by fee, the residual by endowments, donations, and so forth.

Expenditure on higher education as proportion of Gross National Product (GNP) grew from 0.2 percent 1950-51 to 0.8 percent in 1965-66. Thereafter it fell in 1970 to 1971 to 0.6 percent, recovering in 1975 to 1976, and reaching once again the high level of 0.8 percent. In 1981 a further decline set in 0.3 percent only to rise again in 1984 to 85.

Although education remained a State subject, the Central government has been playing a major role in determining policies, plans, programmes and priorities. Some of the functions exclusively performed by the Central Government have been: acting as a coordinating agency; developing research and pilot projects; sponsoring developmental programmes; providing financial assistance to the less advanced States; maintaining educational and cultural relations with other countries; Keeping liaison with UNESCO, UNICEF and World Bank; harmonising the educational activities of the Center and the States; collection and dissemination of ideas and information; leveling out the differences between different State and ensuring equality of opportunities.

Universities are established by Act of Parliament or by state legislation. All follow broadly the same organizational pattern and structure, although in matters of detail, considerable variations exist. For central universities, the President of India functions as visitor. The state universities have no corresponding office. The visitor appoints the chancellor and the vice-chancellor. State universities are governed by act of the state legislatures. Some states have a common act for all universities of the state. The governor of the state, barring extremely rare exceptions, is the ex-officio chancellor of all universities in the state. The appointment of a vice-chancellor is usually made from a list submitted by a search committee. The syndicate of the university, the visitor or chancellor, and the UGC each appoint one member to the search
committee. In some states there is a state government nominee, and none from the UGC. The tenure of the vice-chancellor is usually between three and five years. In most universities the mandate may be renewed once, but this is uncommon. The Vice-Chancellor is the principle executive and academic officer of the university, responsible for ensuring that the provision of the university act, statutes, ordinances, and regulations are duly observed. He or she chairs important committees.

Report of Justice Puniya Committee (UGC, 1992-93) broadly put the role of higher education as under:

(i) as an essential input for meeting the manpower requirements for important and crucial areas of national development and for the integral part of national effort at human resource development.

(ii) as a critical input to ensure social justice and equity for providing upward mobility and access to higher levels of economic and social activities for the weaker sections; and

(iii) as an important input for improving the quality of life by making higher levels of knowledge available to a wider base of population and for preserving our cultural heritage.

Decentralization has been the normal feature of educational administration in India during the British regime and continues to be so to the present day.

Efforts have been made to coordinate higher education at the national level and creation of machineries for coordinated development in regard to higher education system.

It is widely recognized that the teacher has an important and vital role to play in the improvement of standards, as without his active participation, it is not possible to have any qualitative change in education. It is for this reason that India supported faculty improvement programmes, schemes of providing visiting professors and fellows, and schemes which would enable teachers to take time off their normal
teaching and engage themselves in writing up the results of their students and research.

India has one of the largest systems of higher education in the world. However, the spread and developments in this area have been uneven. The infrastructural facilities of universities and colleges vary widely which accounts for variation in quality of teaching and research. The courses offered by the universities are generally of a traditional nature and few are related to the job market and environment. The credibility of the evaluation system is being eroded. Though university research is generally acknowledged to be cost-effective, it does not get an adequate proportion of the funds available to the research sector.

The NPE 1986 visualise that higher education should become dynamic as never before. The main features of the programmes and strategies to impart the necessary dynamism to the higher education system consist of: Consolidation and Expansion of Institutions; Development of Autonomous Colleges and Departments; Redesigning of Courses; Training of Teachers; Strengthening Research; Improvements in Efficiency; Creation of Structures for Co-ordination at the state and National levels; Mobility; Finances; Review and Monitoring.

Ever since independence the Indian Educational Planners have been on the toes, making intensive efforts to develop higher education. For this purpose they had been setting up different bodies from time to time keeping in mind the educational, health and agricultural needs of the developing country that India is.

7.7 (iii) Development of Higher Education in India in Light of UNESCO Policies and Programmes

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 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 neo-literates 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.

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. India saw a distinct advantage from its continued membership of UNESCO.
The New Delhi General Conference 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. 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. 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.

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.

National Institute of Education and Administration, New Delhi in 'Learning : The Treasure Within' funded by UNESCO came out some significant recommendations like more flexibility of the Higher Education System, curricula based on four pillars of education and value education.

India's Report after the World Conference on Higher Education identifies as areas of success : Indira Gandhi National Open University and Women's education.

India has come out with innovations like : 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.

India has identified revising the examination system; providing lifelong learning for all citizens; and promoting a culture of peace, as the tasks ahead.

The expected results are : application of key principles of the World Conference on Higher Education; and efficient planning of a mega-system where students number 6.75 million.

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.

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 synergy between Principal Regional Office of UNESCO for the 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.

Since the very beginning, the PDI has made a notable contribution to the evolution of the policies and execution of the programmes of UNESCO.
India's interest in the educational programmes of UNESCO was also based on its commitment to the "minds of men" thesis as India understood it. India was projecting the idea that all underdeveloped countries have to come out of their old traditions, of whatever form, which tended to view education as only the privilege of a few.

India has always regarded UNESCO as a noble endeavour and is deeply committed to its aims and objectives. India has been its founder member and attended the London Conference in November 1945. It ratified the constitution in June 1946. It is therefore not surprising that India has made available many of its leading educationists, scientists and specialists in other fields to serve this Organization, not only has India been represented on the Executive Board of UNESCO since its establishment but Indians have also served as its Chairmen. Among them have been two of its former presidents, S. Radhakrishnan and Zakir Husain. New Delhi also hosted the Ninth General conference in 1956. Maulana Abul Kalam Azad, India's the then Minister of Education was the President of the Conference.

UNESCO had asked the members states to create legal framework for the promotion of education. India has already done that.

The Education Commission (1984-86) 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 the 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 broad 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.

In India today, while the 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.

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, was cited as an example.

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 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.

The study reveals that man is a learning animal and the process begins at birth and ends only with death, education systems must take account of this fact if they are to be effective. UNESCO's experience of reeducation in developing and industrialised countries alike has demonstrated the need for flexibility to cope with late developers and adult illiterates, on the one hand, and specialists requiring updating on modern techniques, on the other. It has also confirmed the belief that the individual develops best when he/she develops at his/her own pace of learning.

Like other specialized agencies of the ECOSOC, the theoretical basis of UNESCO is the functional theory of international cooperation propounded by men like Jean Claude and Richard Hass. India's philosopher, statesman S. Radhakrishnan contributed to the enrichment of the theory in his own way during his stints with the League and later on, in the UNESCO, through not in a formal sense. The main argument of the theory is that if the nations of the world are made to cooperate in the non-political (technical fields), the habit of cooperation they develop in the process, can spill over the political field and the world can be a better place to live in. UNESCO has to ensure educational cooperation. For the purpose of ensuring appropriate action coordination and liaison every country is supposed to set up a national commission for cooperation with UNESCO and the member countries have to act within the framework of the constitution of UNESCO, the Preamble to which begins with the words, "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." India's Unescans offered a novel approach to functional international cooperation and intellectual cooperation on the basis of their own interpretation of the 'minds of men' thesis. This interpretation was different from the Allied Western Countries which had laid lot of stress or re-educating the countries of the world, India, however, stressed the need to re-educate whole of the world instead
of re-educating only a few countries in keeping with its own theory of causation of war. In fact, in the beginning there were contrasting conceptions about the educating role of UNESCO. An ex-colony, India's conception was unique.

India also wanted the West to learn moral and spiritual values from the east. This led to the East-West major project. India's representatives pleaded that they should be a balance between the material and spiritual development of man which led UNESCO to accommodate India's views on the role of education in development, moral re-armament and spiritual development.

Thus the present study sought to find out the role played by UNESCO in developing Higher education in India, the contribution made by India to UNESCO to, what extent has India developed education in the light of UNESCO's aims and objectives. Has India developed the habit of cooperating with other countries in the field of education? What contribution has India made in the field of education, especially Higher education? How does the educational development compare with UNESCO's directions.

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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 on higher education in which member states pledged to undertake actions in fifteen areas, including ensuring that higher education is equally accessible to all, educate, train and undertake research to contribute to the sustainable development and improvement of society as a whole, ensure that higher education institutions exercise ethics and scientific and intellectual rigour, enhance
higher education role of service to society, raise the contribution of higher education to the development of higher education to the development of the whole education system, ensure that all persons seeking higher education have an original range of choice to acquire knowledge, maintain and enhance the quality of higher education, update and improve the skill of teachers, place students and their needs at the centre, ensure the participation of women in higher education, extend and diversify delivery of new information and communication technologies, maintain public support for higher education and research, give priority to training programmes in the developing countries, ratify and implement regional and international normative instruments for the recognition of studies and diplomas, and ensure close partnership amongst all stakeholders.

That means that above were the guidelines collectively given by the member states to themselves in a way, while signing the Declaration.

7.7 (iv) Major Findings

1. India helped in the enrichment of the functional theory of International Cooperation and offered a novel approach to International Cooperation.

2. India interpreted the 'minds of men' thesis in a manner different from the western countries and wanted to mould the working philosophy of UNESCO in a manner so as to promote the development of the backward areas of the world.

3. UNESCO did not want to put Primary, Secondary and Higher Education in water-tight compartments and laid great stress upon international cooperation in the field of Higher Education and education for peace and international understanding through mutual exchanges of students and scholars. India fully participated in such programmes.

4. In spite of shortage of financial resources, India geared up myriads of activities in India keeping in mind the guidelines of UNESCO on Higher Education.
5. UGC, AIU, ICAR, ICMR, ICHR, ICWA and other higher education bodies in India have kept in minds the policies and programmes of UNESCO.

6. India has not been able to achieve the level of enrolment in Higher Education and the quality of teaching and learning; infra-structure, equipment and other facilities have not matched those found in the developed countries and even some Asian countries like Japan and Korea.

7.7 (v) Suggestions

1. Universities should be structured on the principal of self-governance based on participation, decentralisation, autonomy and accountability.

2. The various constituents of a university, namely faculties, department, colleges, etc. should have the freedom to achieve excellence.

3. Only able and meritorious and diplomat-type delegates should be sent to the UNESCO delegations to enhance the image of India and to assimilate the ideas, concepts and approaches of UNESCO to higher education.

4. The main act of a university should lay down the structure and organisation in broad terms and the relevant details may be prescribed by statutes and ordinances.

5. A self-appraisal by each university/college on the basis of specialised programmes and documenting its performance with reference to each of them.

6. An assessment of the performance by an Expert Committee on the basis of probes identified in respect of each parameter.

7. A peer-view of the self-appraisal and experts' evaluation should be made.

8. The performance should the thoroughly judged.
9. Common facilities should be set up for research networking of resources for information and documentation.

10. Electronic media should be inducted in all higher education institutions.

7.7 (vi) Suggestions for Further Research

1. More scholars should take to research on UNESCO and its relationship with the member states.

2. Causes of low achievement in developing and least-developed countries should be analysed and once the malady has been diagnosed, culturally-specific remedies should be found.

3. Research on the status and level of primary and secondary education and their relationship with higher education should be conducted.

4. Futuristic research on the role of Higher Education in the coming times should be conducted to find out the nature of education to be imparted and the benefits that could accrue therefrom.