CHAPTER – I

INTRODUCTION AND NEED FOR RESEARCH
# CHAPTER I

## INTRODUCTION AND NEED FOR RESEARCH

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CHAPTER – I

INTRODUCTION AND NEED FOR RESEARCH

1.0 Education: General Introduction:

_Swadesh Pujyate Raja,_

_Vidvan Sarvatra Pujyata_

It means, a King is respected in his own kingdom while a learned man is worshiped everywhere. Therefore education is most crucial component in Human Resource Development. It is to provide a coherent picture of universe and an integrated way of life. The function of education is guidance of adventure to the realization of potentialities of individual in the face of actual world of human and things. Education determines the level of prosperity, welfare and security of peoples. It is a unique investment in the present and for the future. It plays an important role in moulding the character and personality of an individual, and is considered as the source of light. It helps in the transmission of knowledge from one generation to another. It transforms relationship between individual and society by developing personality structure of individuals, which facilitates them to identify themselves with their changing culture and find constructive role in society through educational pursuits for self-understanding and better knowledge of the choices available to society for a critical view of the culture.

“Of all the creations of God, human life is most sacred. It has two aspects – biological and the sociological. While biological aspect of human life is maintained and transmitted by nutrition and reproduction, the sociological aspect of human life is maintained and transmitted by
education”. (1) Thus education has been accorded high priority as an integral part of national development. In our national perception, education is made essential for all. It is fundamental to our all round development, material and spiritual. Therefore education has been considered as fundamental right as well as first priority of every citizen. Constitution of India provides every individual the facility of education to develop his/her lifestyle and mindset to live a full human life. Therefore it is necessary to provide equal opportunity for all to access to education to promote friendship and equalize all the groups of Indian society.

2.0 Education well defined by dignitaries:

2.1 Meaning of education: The term education has a very wide meaning and it is quite difficult to give precise definition of education, being omnipotent in nature. The concept of education is like a diamond, which appears to be of different colour and of different nature when seen from different angles i.e. different point of view or philosophy of life. A philosopher, a statesman, a teacher, a merchant, a shopkeeper and even an artisan, all of them supposed to be having basic vision about their culture and their knowledge and approaches, defined education according to their opinions. These definitions, determined by their own outlook on life, developed through the training they had and the circumstance they were in, are complementary to one another. There are four important reasons for different interpretations and definitions of education viz. complex nature of human personality, complex nature of environment, different philosophies of life and, different educational theories and practices.
According to Tagore, the purpose of education is the freedom of soul “for that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love.” (2)

To Swami Vivekanand, “Education is the manifestation of divine perfection already existing in man. Education means the exposition of man’s complete individuality”.

To Dr. Sarvapalli Radhakrishnan, “Education means training the intellect, refinement of the heart and discipline of the spirit.”

Generally education is a process which draws out the best in the child with the aim of producing well–balanced personalities, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self-sufficient and internationally liberal.

Gandhiji believed, “True education does not consists in literary training but in character building. My reading of Emerson, Ruskin, Mazzini and the Upanishad confirm such a belief. Education ought to be a kind of insurance against unemployment. By education, I mean an all round drawing out of the best in child and man – body, mind and spirit. True education is that which draws out and stimulates the spiritual intellectual and physical faculties of the children.” (3)

Gopal Krishna Gokhale, a great visionary, reformist and an expert in the field of compulsory primary education, forwarded following esolution in the Imperial Legislative Council on 19th March 1910, “That this oncil recommends that a beginning should be made in the direction of making elementary education free and compulsory throughout the country and that a mixed Commission of officials and non officials be appointed at an early date to frame definite proposals” (4)
2.2 Wider Meaning of Education: In wider sense education includes every influence in life—cultural and behavioural, domestic, economic, geographical, political, religious, social and spiritual. Our character and faculties are influenced by various factors viz., the home life, social life, church, form of govt., climate or natural environment, television, press, hobbies, recreations, friendships, travels, the school etc. All these are agencies of education but they impart informal education. R.C. Lodge in his book Philosophy of education gives wider meaning of education as follow, “In the wider sense, all experience is said to be educative. Everything we say, think or do, educates us no less what is said or done to us by other beings, animate or inanimate, education is life and life is education.” (5) Thus education is a life long process from infancy to old age or from whom to grave i.e. from birth to death. Education is never complete. There is always something to learn. Every life activity is educative. Throughout life man goes on learning to adjust himself to the changing pattern of life.

2.3 Education in other vision: Education can be defined narrowly as, “The education in other vision which is given in the school i.e. from kindergarten to the University”. The school education is also called as formal education as it imparts education directly and systematically. Thus in the narrower sense education consist of specific influences consciously designed in a school to bring in development and growth of the child. Jhon Stuart Mill gives narrow meaning of education as follows, “The culture which each generation gives to those who are to be its successors, in order to qualify them for at least keeping up and if possible for raising the level of improvement which has been attained”. (6) School education means conscious and deliberate process well–planned to modify the
behaviour of child in desirable and socially approved channels and to bring about in the child specific knowledge and skill. It is regarded as synonymous with instructions and is intentional rather than incidental. It is limited to the teaching of readymade material. Redden defined education as, “the deliberate and systematic influence exerted by the mature person upon the immature, through instructions, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual power of human beings”. (7)

According to John Dewey, “The school exists to provide a special environment for the formative years of human life.” School is a consciously designed institution, the sole concern of which is to educate the child.

2.4 Etymological Meaning: Etymologically the word education is derived from some Latin words, which are explained as follows:

Education : To Train, Act of teaching or training.
Educere : To lead out, to draw out, and to derive something.
Educate : To bring up, to educate.

Thus education implies act of drawing out, extracting out, leading forth, leading out, teaching and training.” (8)

3.0 Indian Concept of Education:

Education according to Indian culture:

According to thinkers in Ancient India, Vidya or Knowledge or Learning or Education was considered as the third eye of human being, which gives him insight into all affairs and teaches him how to act. It leads us to all – round progress and prosperity and to our salvation. The illumination given to us by Vidya shatters illusion, removes difficulties and enables us to realize the values of life.
The correct insight, which man and women get from Vidya naturally, increases their intelligence, power and efficiency. The uses of Vidya are too diverse to be enumerated exhaustively. It nourishes us like father and gives us delight and comfort. In support of the importance and value of education, following quotations were derived which suffice to emphasize its value worthiness.

“Rigveda: Education is something, which makes man self-reliant and selfless.

Upanishad: Education is for liberation.

Bhagvad Geeta: Nothing is more purifying on earth than knowledge. True education is that which helps one to see the existence of God.

Kauthilya: Education is the training for the country and love for the nation.

Panini: Human education means training, one gets from nature.”

Philosophers and Thinkers from Yajnavalkya about 600 B.C. to Gandhiji (1869 to 1948) in East and Socrates (469 to 399 B.C.) to Dewey (1859 – 1952 A.D.) in West have defined education in accordance with their philosophy of life. Therefore different concepts and definitions of education have emerged.

4.0 Definitions and concepts of education according to some Philosophers and Thinkers:

i) Joseph Addison (1672-1719) believed, “What sculpture is to a block of marble, education is to a human soul”.

ii) Aurobindo defines education as, “helping to growing soul to draw out that in itself”.
iii) Shankaracharya says, “Education is realization of the self”.

iv) Tagore thinks, “Education means enabling the mind to find out bondage of dust and gives us the wealth, not of thinks but of inner light, not of power but of love, making the truth its own and giving expression to it”.

v) According to Vivekanad, “Education is the manifestation of divine perfection already existing in man. Education means the exposition of man’s complete individuality.”

vi) Aristotle speaks on education as, “The creation of a sound mind in a sound body. According to him, education should develop the body in physical capacities of the child and the mind which means his intellectual, emotional, moral and spiritual capacities.”

vii) According to Nunn, “Education is the complete development of individuality so that he can make an original contribution to human life to his best capacity.”

viii) Pestalozzi: defines education as, “the natural, harmonious and progressive development of man’s innate powers”.

ix) Plato said, “Education develops in the body and in the soul, all the beauty and all the perfection which he is capable of”.

x) Dewey defines education as, “Education is development of all those capacities in individual which will enable him to control his environment and fulfill his responsibilities.”

xi) According to Redden, “Education is the deliberate and systematic influence extended by the mature person upon the immature through instruction, discipline and harmonious development of the physical, intellectual, aesthetic, social and spiritual powers of human being according to their essentials by and for the individual and social uses and directed towards the union of the educand with the Creator as final end.”
xii) According to Mahatma Gandhiji: “Education is the basic tool for the development of consciousness and reconstitution of society.” (10)

Thus different philosophers had given different opinion and meaning of education. Their views on education are based on their varying concepts of reality, knowledge, wisdom and values. Generally according to eminent Philosophers and Thinkers, education must bring an all round development in human being. It is concerning with the development of character and personality. It should bring a change not only in the amount of knowledge gained but also in the ability to do, to think and to acquire habits, skills, interests, and attitudes, which characterize a person, who is socially accepted, personally adjusted and socially responsible. A person may possess high literacy and even high-sounding degrees but he may be labelled as uneducated if he lacks human qualities. This is so because literacy is mainly concerned with theoretical knowledge, which can be evaluated through different types of questions, essay type, short answer type and objective type, but education cannot be evaluated through these techniques. Education provides a way of life, developing the character and personality.

Thus it is clear from above definitions that education is very much essential for human beings. Only human beings are endowed with intelligence, power to think and act accordingly. Man is primarily distinguishable from lower animals because of his educatable ability and ability to think and act accordingly. He always wants to remain active, energetic and even original. He always used to think in the direction to fulfill his needs quite easily resulting in modern inventions. The list of human achievements is very big. All these have been done
only through education. In the primitive society, primary needs of man comprised food, shelter and clothing. With the progress of society and civilization, these primary needs have been multiplied into six fold viz. food, clothing, shelter, education, recreation and health. It is education, which promotes ones intelligence, enables him to be industrious and ensures his progress. Education does not merely means acquisition of knowledge or experience, but it means the development of habits, attitudes and skills, which helps a man to lead a full and a worthwhile life.

5.0 Philosophy Of Education:

The word Philosophy is derived from Greek words, “Philo’s” and “Sophia”. ‘Philos’ means ‘love’ and ‘Sophia’ means ‘of wisdom’. Thus philosophy means, “love of wisdom”. There is a close inter relationship between philosophy and education. Philosophy points out the way and education follows it. Education is the best means for propagation of Philosophy. For the good of life, for the good of individual and for the good of society, we need direction, which is provided exclusively by Philosophy, which is mother of all sciences including education. Philosophy is the foundation and education is the super structure. According to Dewey, “Philosophy is the theory of education in its most general phases. Education is a laboratory in which philosophical directions becomes concrete and are tested.” According to Ross, “Education is the active aspect of Philosophical belief, the practical means of realizing ideals of life”.

“To the extent that fundamental ideas determine our actions”, says Sidney Hook. “They flow from our basic commitments. Philosophy is a mode of
thought, which analyses our presuppositions and assumptions in every field of action, and thought. It enables us to make explicit our allegiances to the ideals on behalf of which we are prepared to live, to fight, sometimes even to die.”

Philosophy assists education in

i) Understanding the learner, his life, his actions, ideals and problems.

ii) The determined effort to find out what education should do in the face of contradictory demands of life and factors arising out of experience, which brings meaning and direction to thinking.

iii) Giving a unity of outlook to the diverse interest of the individual, his family, community and the state. Philosophy provides reason with faith and determines what is worth living. Education then prepares the individual for that.

Gandhiji’s Scheme of basic education was an expression of his philosophy. He was shocked against the educational system propounded by Lord Macaulay and was moved by the illiteracy and poverty of the peoples. His scheme of studies therefore emphasized crafts and the environment. He was very keen to make education self-supported besides developing moral character.

Philosophies and their Impact on Education:

**Idealism:** Idealism is an age-old philosophical thought. Philosophical principles of Idealism in education are as follows:

i. Stress on spiritual environment.

ii. Emphasis on self – realization as the aim of education.

iii. Relatively unimportant place for the child in educative process.
iv. Development of the child in accordance with adult standards.
v. Stress on disciplining the child.
vi. Emphasis on book–knowledge
vii. Positive education.
viii. Education as the dynamic side of philosophy.

**Pragmatism:** The essence of pragmatism is on human experience, which decides the nature of things. U.S.A. is known as the birthplace of this philosophical thought. “Pragmatism holds that whatever fulfills one’s purposes and develops one’s life is true. All ideals are relative to situation. Pragmatism emphasizes ‘functional knowledge’.” (12)

Characteristic of Pragmatic Education are as follows:

1. Education is a continuous process and is a social necessity. It is a means by which society renews itself.
2. Pragmatic education is progressive. It changes with changing circumstances of life and for the worth and freedom of the individual.
3. It stresses physical and social experience, regards the child as the center of activity and makes life situations as the basis of education
4. It considers philosophy as the outcome of educational experiments.

**Naturalism:** Naturalism is the oldest philosophy in West. It regards human life as a part of the scheme of nature. Nature is the whole reality and matter is supreme. Naturalism relegates man as a spiritual being to the background and disregards the existence of any spiritual potentialities in him. Principles of Education according to Naturalism are as follows:

1. Naturalism lays stress on physical environment.
2. It emphasizes present life of child as the basis of education.
3. It accords an important place to the child in educative process.
4. It advocates education in accordance with the nature of child.
5. It gives prominent place to the concept of freedom in education of child.
6. It has insignificant place for knowledge from books.
7. It regards education as the dynamic side of philosophy.

6.0 Psychology of Education:

Educational Psychology relates to education and is the scientific study of human behaviour in educational situations. It is the application of psychological principles in the filed of education. It develops a critical attitude and approach towards general psychology. It selects from the whole field of general psychology, those facts and principles, which are of specific significance to learning and teaching. Educational psychology is narrower in scope than general psychology. While general psychology deals with behaviour of individual in a general way, educational psychology is concerned with the behaviour of individual in educational settings. It is interested with the behaviour of child. Charles E. Skinner said, “Educational Psychology utilizes those findings that deal specifically with the experiences and behaviour of human beings in educational situations.” He also said “Educational psychology is that science which helps to provide a better background for understanding the total job of teaching in all its intricacies.”\(^{(13)}\)

Educational psychology studies learning and the educative process. Educational psychologists aim at studying heredity, growth and
maturation, environmental influences, language and thinking, development of intelligence and the process of socialization in relation to their effect on the child as a learner. They also examine several theories of learning, techniques of learning skills and problem solving. A major objective of educational psychology is to give the teacher a sense of direction in his work. It aims at helping the teacher to relate more effectively to the learner. Besides, it has following two principle objectives viz.

i) To improve the understanding of how an individual obtains education and to improve current educational programmes.

ii) To place the learner in the best possible learning situation, independent study, large or small group instructions with one or several teachers for a given course.

Besides, it has the objectives to improve the understanding of how an individual obtains education and to improve current educational programmes. In addition, educational psychology has following goals in relation to the learner viz.

i) To study the most effective ways to teach specific materials to different childrens.

(ii) To place the learner in best possible learning situation, independent.

(iii) To estimate the optimal level or age at which subject matter should be presented.

(iv) To determine what course material is appropriate to the needs, characteristics and goals of each learner.
7.0 Aims of Education:

While making an attempt towards the importance and value of education, it becomes essential to study general aims of education. Education in ancient India aimed at following:

_Sarve Bhavantu Sukhinah, Sarve Santu Niramaya, Sarve Bhadrani Pashyahtu, Ma Kaschit Dukhabhay Bhavet._ i.e. Let all be happy & healthy, Let all be courteous & gentle & Let nobody feel the pinch of sorrow. The aim of education was to develop wisdom in persons along with a systematic growth of knowledge. The Gita, Sacred Hindu Scripture says, “Gnyan Vigyan Sahitam, Yajyagtva, Mokshayse Ashubhata”, i.e. the ideal of education is to acquire knowledge for the safe of ensuring emancipation of the soul from worldly sorrows. According to Mahatma Gandhiji, aim of education is to develop all those faculties – physical, mental and spiritual which are innate to human beings. Thus the aim of education is both social as well as individual. Regarding individual aim, education should be such as to help develop the physical, mental and moral aspects of an individual’s personality. The social aim of education is that, education should prepare an individual for the purpose of building a happy, prosperous and disciplined society. Therefore the aim of education is to build society through building individuals. It should not be restricted to mere development of an individual’s personality but it should seek to develop the complete man. It should aim at producing fully developed human beings. Generally, aims of education are likely to be

i) Spiritual development
ii) Self-realization.
iii) Cultivation of ethical, moral and spiritual values.
iv) Transmission and promotion of cultural heritage.
iv) Character and personality development.
v) Duties to self and others, industriousness, sincerity, respect for the opinion of others, modesty, cooperativeness etc.

National Policy of Education 1986 recommended that higher education should provide people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. Therefore the “aim of education must be to enlarge the coverage and improve the quality of education in our institutions so that a person belonging to any region, caste, creed, sex or economic state, could have the chance of developing his or her potentials to the full.”

**Educational Policies in India:**
The present state of education in our country is not resulted at once. It is the result of various Policies, Committees and Commissions appointed/announced from time to time i.e. before and after independence. Before and after independence, important Commission or Committees are narrated briefly as under.

**Wood’s Despatch:** - The Despatch of 1854 popularly known as Wood’s Despatch after the name of Charles Wood, President of the Board of Control, became a landmark in the history of education in our country. It was made very clear in the despatch that the object of education was the diffusion of European knowledge.

**Establishment of Universities 1857:** - Establishment of universities in the year 1857 was another landmark in English system of education in our country.
**Hunter Commission (1882):** - The commission anticipated a diversified instruction at secondary stage of education.

**University Commission (1902):** - The major impact of this Commission was that secondary schools had to be recognized by universities.

**Gokhale’s resolution on primary education (1913-1914):** - Gokhale’s resolution on primary education was rejected in the Imperial Council but it focused attention on primary education.

**The Sadler Commission or The Calcutta University Commission (1917):** - It contained the most comprehensive study of Indian system of education from secondary stage to university.

**Hartog committee Report (1929):** - It’s main feature was that it defined the concept of wastage and stagnation in primary education and suggested remedies.

**Abbot Wood Report (1936-1937):** - Two experts Abbot and Wood made recommendations on technical and general education.

**Wardha Report or Basic Education (1935):** - Gandhiji evolved a new system of education known as Nai-Talim or Basic Education, because he realized that English system of education could not meet the needs and aspirations of India.

**The Sargent Report (1944):** - This Report contained detailed review of the system of education and visualized a system of Universal Compulsory and free education for all boys and girls between the ages of 6-14, the Senior Basic or Middle School being the final stage in the school career of majority of future citizens.

**University Education Commission (1948-1949):** - Govt. of India appointed this commission in Nov. 1948. It was “To report on Indian University Education and suggest improvements and extension that may be desirable to suit present and future requirements of the country”. 
Secondary Education Commission (1952-53): - Govt. of India appointed this Commission on the advise of Central Advisory Board of Education under the chairmanship of Dr. Mudaliar. It was appointed in order “to examine the prevailing system of secondary education in the country and suggest measures for its, reorganization and improvement.”

Indian education Commission (1964-1966): - This Commission, also popularly known as Kothari Commission was appointed by a Governmental Resolution in July 1964 to advise Govt. of India on national pattern of education and on general principles and policies for the development of education at all stages and in all respects.

National Policy of Education (1968): - In 1967 Central Govt. appointed a Parliamentary Committee for the formulation of a national policy of education. Thus National policy of education was declared in 1968 on the basis of this committee.


National Policy on Education (1986): - Rajiv Gandhi announced National Policy on Education 1986 on 5th Jan. 1985 in his broadcast to the nation for the purpose of national development. Various factors that were taken into consideration were as follows:
National and Social Integration, Preservation and Transmission of Indian Values, Composite Culture of Indian Society, Communication etc.

Revised National Policy (1992): - The National Policy on education was revised under P.V. Narasimharao in the light of specific guidelines e.g. Equity as social justice, decentralization of educational management, development of human society and empowerment for work. This Review Committee also known as Rama Murti Committee reviewed NPE 1986.
and recommended on various aspects such as equity, social justice and education, early childhood care and education, adult and continuing education, education and right to work, higher education, technical and management education, resources of education etc.

**Decentralized Management of Education 1993: - (Veerapa Moily Report):** The Central Advisory Board of Education (CABE) set up a committee under the chairmanship of Shri. M.Veerapa Moily, the Chief Minister of Karnataka to formulate guidelines on decentralized management. The above committee recommended that there should be a Panchayat Standing committee on education (PEC) at Panchayat level having statutory powers. The Zilla Parishad may set up its standing committee on education as a statutory body.

**Stages of Educational Development:**

The prevailing education system in our country comprises of both recognized and unrecognized institutions and included formal education. In Nov. 1974 Central Advisory Board of Education (CABE) strongly recommended introduction of 10+2+3 pattern of education all over the country, during fifth plan period.
General educational and age structure in our country is as given below:

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Education Policy was announced in April 1979 and has suggested 12 years school education and 3 years undergraduate course. The entire period of formal education has been divided into two main stages viz. school education and higher education. Education is further classified into two major categories viz. General Education and Technical or Professional or Vocational education.
From the table given it is clear that:

1) **General Education:**

General Education is provided through school education and college/higher education according to following stages.

**A) Elementary or Primary stage (I to VIII):**

Education at school level is divided into pre – primary, primary and secondary education. The elementary stage of general education with eight years duration covers mainly the primary stage with five years of schooling and middle stage with VI – VIII years of schooling.

**B) Secondary level (IX – XII):**

The recommendations of the secondary Education Commission resulted in the development of a national pattern of school education covering eleven years, five years of lower primary, three years of upper primary, and three years of higher secondary i.e. IX – XII, to be followed by a three years course for the first degree and further two years course for second degree. A significant feature of this higher secondary stage is the provision of a separate stream of vocational education providing a large variety of vocational courses to meet development needs of economy and the varied needs and aptitudes and capacities of youths.

2) **Higher/College Education:**

Higher Education is that stage in education, which comes after twelve-year school course. It starts at the age of 18 years, after secondary education and comprises of three stages of university level viz. Graduate, Post-Graduate and Research / Doctorate Degree. Higher education plays a dominant role and is an integral part of development in every sphere of life. It plays an important role in every field whether it is of agriculture, industry or commercial and social services. It not only plays a catalytic
role in ensuring faster economic and social development, but also plays a vital role in building our national character. Therefore higher education should be purposeful, productive, value based and effective. The objectives of Higher Education must be-

i) Instructions in skills suitable to play a part in general division of labour.
ii) Production of not merely specialists but rather cultivated men and women.
iii) Advancement of learning through a proper balance of research and teaching.
iv) The transmission of common culture and common standards of citizenship.

3) Technical or Professional or Vocational Education:
The second category of education prepares the students for vocational courses. It starts at the school level and is followed by courses upto graduation, post–graduation and research. At the school level after VIII & X classes, technical or vocational education of certificate or diploma courses of one to two years duration is given to students in the branches of industrial trades, teachers trainings, engineering, medicine, etc. The post secondary technical or vocational education starts from XI class with two to three years duration of studies in relevant subjects. Such education is imparted in Industrial Training Institutes and Polytechnics.

The graduate and postgraduate courses are provided in technical and professional colleges. In addition to formal system of education there also exists non-formal system of education. There are number of institutions providing skilled development in technical or vocational trades like engineering, agricultural extensions, paramedical services, crafts etc. and
their training is recognized by the respective department / ministries of Center or State Govt. “The Govt. of Maharashtra decided around 1970 to adopt the 10+2+3 pattern. Accordingly, the ten years S.S.C. pattern was introduced in place of the 11 year school and a new syllabus was commenced in class viii from June 1972.” (15)

8.0 Research Methodology: Importance of Research:

Higher education is regarded as a potential instrument of social change and national development. It is not only for creating enlightened and creative citizenary but also to make education a potential instrument of social change and national reconstruction. Being at the apex stage, higher education must cater to the needs and aspirations of the society and must gear to reach national goals through adequate expansion as well as quality improvement of education at all levels and in all respects. In our country higher education has expanded and developed sufficiently in quantity after Independence. But this quantitative expansion is not accompanied by parallel economic development and promotion of the labour market, creating increasingly serious problem of educated unemployment. Our present education system is mostly directed to accumulating and learning information and to some extent learning to do by assimilating the information and developing skills. Both these learning are vital for developing individual but do not necessarily help him to be a responsible citizen, a builder of harmonious and caring society and to national integration. At present higher education in our country is linked with getting jobs as opposed to self earnings or earnings from self – employment. The net result is devaluation of higher education. Therefore higher education must be expanded and developed qualitatively to cater to the growing multidimensional need of the society as well as of the
nation. Therefore research and reforms for higher education are very much essential in order to improve the quality of higher education and make it efficient.

8.1 Title of the study:
The title of the study is projected as “A Critical Study of Educational Planning and Administration in Maharashtra: With Special Reference to Higher Education.”

8.2 Area of the study:
The study is projected to Dr. Babasaheb Ambedkar Marathwada University area as particular in higher education and Maharashtra in general.

8.3 Nature of the study:
The Study is descriptive and evaluative. Here the descriptions are based on library and field research.

8.4 Need of the study:
Education in the developing Indian society is passing through a very critical phase. Profound social change, rapid growth of population, the demands, accelerated economic growth, the explosion of knowledge and technical development constitute a challenge for educational development. After India became a member of World Trade Organization (WTO), (in the light of globalization) an efficient evaluation of higher education becomes an essential point for research. In order to face these challenges, attempts are to be made to study the exploration, to improve some methods and curriculum, better organization and their control at various stages, more and efficient supervision and governance on educational institutions, a systematic study is highly needed.
The Study reveals with a bitter truth that most of the youth educated from today’s modern education system have one or more of the following defects: The recipients are i) Devoid of spiritual knowledge ii) Have no National Pride iii) Are disconnected with nature iv) Ashamed of Physical labour v) Have least tendency towards reading classics vi) Lacking in self – confidence and so on.

These defects results to make the youth incapable of leading a moral, fruitful, successful, and meaningful life. They can’t put an impact of their quality and personality in their society. At present 50% of the illiterates of World population are in our country, therefore our country needs proper planning and proper follow up action in today’s education system, particularly in higher education. Near about 1/3 of the total expenditure on education is being spent on higher education, but only about 10% of the students eligible for higher education get the benefit of the above expenditure. Rest of the 90% students do not turn to higher education. Therefore the available human resource is not being considered as an inclinable part of nation building. The need of the hour is to reorient higher education in new emergent fields so as to channelise the educated youth in the right direction. The system needs to be revamped. In the age of globalization and liberalization, economic growth become a hub of all development which highly needs to look upon the policies to improve the present condition of higher education by all possible measures. It may be made possible by detailed and through study of different aspects of higher education in Maharashatra state and particularly in the area of Dr. Babasaheb Ambedkar Marathwada University, like administrative and organizational set up and hence the research study is undertaken.
The work/theme of research is centered round the policy formulation in respect of higher education. A million Dollar question, whether the higher education and general education fulfill the changing needs of the youth? is still in the dilemma. This study emphasizes the weaknesses and highlights the strong points of our educational system.

8.5 Objectives of study:
Objectives of the study are planned as: -
1) To know the scope of planning in education.
2) To know educational planning in India.
3) To study the administration of education in general.
4) To know the administrative system of higher Education in Maharashtra.
5) To Study the aims of educational organizations and its objectives.
6) To understand the problems in administration of higher education.
7) To Study the administration and planning of higher education with reference to Dr. Babasaheb Ambedkar Marathwada University area.
8) To undertake some case studies and collect Opinions of the students.
9) To know the role of educational administration in academic improvements.
10) To know the status of higher education.
11) To know the Maharashtra Govt. Schemes for the development of higher education.

8.6 Hypothesis of study:
The following hypothesis has to be followed during the course of the study and will be tested accordingly
1) In the developing countries like India, higher education has not been given more importance.
2) The higher education increases the overall development.
3) Higher education directly shares in the national interest and images or not?
4) To test the achievement of higher education in the light of educational planning and administration.
5) A better planning for education is essential, to study educational planning.
6) Role of administrative responsibilities is to be examined

8.7 Methodology: Tools and Technique of Data Collection:
Date for research is collected from the primary as well secondary sources.

Primary Data Sources:
Primary data is collected in person through direct interview method, structural interview schedule and also through questionnaire method.

Secondary Data:
The data needed at secondary level is collected from secondary sources viz.:
1) Information from the office record.
2) Educational Research and Training Institute Pune.
3) Maharashtra Institute of Educational Planning and Administration Aurangabad.
4) National Institute of Educational planning and Administration New Delhi, via Internet and web.

9.0 Review of Literature:

For the collection of data required for research, most frequently used books are as given below:

**History And Problems Of Indian Education, By Dr. S. P. Chaube:**
The above book deals with the history and Problems of Indian Education. It discusses the sailent features from Ancient to modern times and highlights the basic issues and trends for today and tomorrow. It covers the topics relating to problems of education, equality of opportunity, research, human rights, economics of education, non-formal education and many more. The book is divided into two divisions. The first division covers sailent features of India education from ancient to modern times. Other division covers the problems relating to stages and types of education in our country. It discusses problems related to stages of education, courses of study, organization and administration, methods of teaching, text books, financing problems and various types of governmental and private organizations engaged in running the educational machineries. It also deals with problems pertaining to language, religious and moral education, vocationalization, technical education, student’s unrest and education of scheduled and tribal peoples.

**Fifty Years Of Higher Education In India, By Dr. M.H. Pimpalkhare, Dr. Prakash B. Gambhir:**
This book is a good compendium of information to get understand how higher education system has developed in our country after independence. It is mainly addressed to the functionaries in higher education. The
discussion is based on the reports of various commissions and committees dealing with higher education. The book discusses the roles and functions of higher education, programmes of staff development and management of higher education in our country.

**Educational Documents In India, By B.D.Bhatt, J.C. Aggarwal:**
This book is a collection of selected extracts from leading official educational documents to know the history of Indian education of the post 105 years. It throws light on a number of problems, human as well as professional, which a persons has to face, originally devised on Western lines in the interest of the ruling peoples is imposed on a country with a cultural continuity of over 5000 years. The documentation in the collection starts with 1813, the year of renewal of the charter East India Company, upto the Review committee 1977 and Education in the Fifth Plan (1974-75 to 1978-79)

**Trends And Issues In Indian Education, By B.N. Dash:**
**Teacher And Education In A Developing Society**, By J.C. Aggarwal:

The above book consists of four parts viz.

**Part I:** Education: Philosophical and Sociological Basis of Education,

**Part II:** Education in a Developing (Emerging) Society,

**Part III:** Teachers Role, Education, Skills, competencies and status,

**Part IV:** Diverse Issues covering eleven contemporary educational topics viz.

(i) Education and Employment

(ii) Education of the Deprived Sections

(iii) Environmental Education

(iv) Moral and Religious Education

(v) Value Education

(vi) Population Education

(vii) Education for Emotional Integration

(viii) Education for International Understanding


(x) Learning without Burden (Yash Pal Committer Report, 1993)

(xi) Human Resource Development.

**History Of Education,** By P. Annie Amala, P. Anupama, D.Bhaskara Rao:
The book covers the whole education system in the historical perspective i.e. Ancient Times, Medieval Times, Modern times, changing times and post-independence period. It also deals with the issues like Planned Development, Five year plans, Stress on Elementary Education, Stress on Secondary Education and University Education, provision of training, financial factors and Constitutional Guarantee.

**Educational Administration And School Organization,** By Mrs. Yashoda Monindar Singh:
The book is intended as a textbook of Educational Administration and School Organization for all students of educational administration in general and for the B.Ed students in particular. It is the outcome of the author’s own experience as a teacher of the subject. It includes topics such as School Administration and Organization, Educational Administration in India, Administration Set-Up of Education in Maharashtra and many more.

**Dynamics of Higher Education,** By Jagannath Mohanty:
In this book “Dynamics of Higher Education in India, an humble attempt has been made to deal with Higher Education from all perspectives. It consists of 4 sections comprising 35 chapters. The four sections are
a) Historical and Developmental Perspectives
b) Philosophical and Sociological Perspectives
c) Pedagogical and Technological Perspectives and
d) Administrative and Financial Perspectives.
All these perspectives cover the entire gamut of Higher Education and could give a comprehensive view to the readers.

**History Of Education In India**, By Ram Nath Sharma, Rajendra K. Sharma:
This book traces the History of Education i.e. India since ancient Vedic, Post Vedic and Buddhist period to the Islamic, the British period and Education in India today. It describes in detail, the activities and recommendations of various Educational committees and commissions. It narrates the proceedings of important seminars on education. It discusses the progress and problems of education in Primary and Basic, Secondary and Higher Education and also suggests remedies.

**Issues In Higher Education Vol. II**, By K.Venkatasesubramanian:
The author of this book is a member of Union Planning Commission, Government of India, and a renowned educationist and educational administrator. This book is a high level compendium on “Issues in Higher Education” covering thoughts of many intellectuals deeply concerned with the development and moral issues. The issues included are -
(i) Knowledge Economy 
(ii) Issues in Higher Education 
(iii) Industry Science/University Linkage, need of the day 
(iv) Quality in Higher Education 
(v) Faculty Development for Excellence in Higher Education: Issues, Challenges and Opportunities 
(vi) Higher Education in India – Management of Change in a Global Perspective.
(vii) Administration and Governance of Universities in India- The role of the Vice Chancellor
(viii) Problems and Perspectives of Higher Education.
(ix) Higher Education and Pursuit of values and many such topics.

10.0 Chapter Scheme:

1) Introduction and Need for Research:
The general as well as historical information about education is evaluated in this chapter. This has been supported with Etymological meaning of education, definitions and importance of education in India. While philosophy of Indian education is considered as the base of higher education in India as well as in Maharashtra state. Being an essential part of India’s culture, education as a separate discipline and the need of research is explained. The second part of this chapter is dealt with the Research Methodology undertaken for the study through which the blue print of study is depicted.

2) Educational Planning: Historical Perspective:
In this chapter review of historical background of education in India is narrated. This has been supported with the evolution and evaluation of the information from ancient, medieval and modern period as this has been a supportive structure of present education system in our country. The information is explained up to present plan period.

3) Study of Organization and Method for Higher Education in Maharashtra:
This chapter is devoted for the general information including historical background, geographical, social, political and educational status of Maharashtra. The organizational setup of education, development of education particularly at higher level and methods thereof are discussed.
4) Existing Higher Educational Policies and Planning:
In this chapter the information regarding educational policies and planning has been given. The plans and policies practiced in India as well as state are discussed which depicts the whole scenario of India and state education’s past, present and future. Some plan periods are considered for better evaluation.

5) Administrative Set Up, Problems and New Challenges:
In this chapter the detail information regarding administrative set up of higher education at Central Govt. level as well as Maharashtra State Government level, is explained. It also covers the information regarding various problems prevailing in this system and the challenges being faced at present are discussed in detail.

6) Case Studies:
In this chapter some case studies have been undertaken by visiting different educational institutes, education administrative offices as well as the people concerned, through questionnaires from institutional heads and the personnel concerned. The complete questionnaires are tabulated and analyzed with the help of computer and outcome of the case study has been explained in detail to derive findings in the light of the hypothesis.

7) Conclusion and Suggestions:
From the detailed information collected, the study has been arrived with certain findings on the basis of analysis of the questionnaires and entire information collected while studying for the research. The study is concluded with some valuable suggestions that may be proved as helpful devices for future studies. This topic is devoted for such suggestions and conclusions.
11.0 Gravity of Problem:

India has a uniform structure of education viz. 10+2+3, the first 10 yrs. being at primary and secondary level, next two year of higher secondary education and the last 3 years of first-degree course. Higher education starts after secondary level and it comprise of three stages of university education viz. Graduate, Postgraduate, Research.

The first-degree course of 3 years for Arts, Science and Commerce at undergraduate stage is called general education. Postgraduate courses are mostly of two years duration. Most of the Professional first-degree courses requires four years or more, depending upon the faculties for e.g. Medicine, Engineering, Law, Agriculture and similar courses, are taught in colleges of Professional education. The Universities and colleges of general and professional education are the institutions of higher education. Higher education plays a pivotal role and is an integral part of development in every sphere of life. It contributes in every field whether it is agriculture, industry or social and commercial services. Higher education not only plays a catalytic role in ensuring faster economic and social development, but also plays a vital role in building our national character. Therefore higher education should be purposeful, productive value-based and effective. The objectives of higher education must be to provide Instructions in skills suitable to play a part in the general division of labour, production of not merely specialists but rather cultivated men and women, advancement of learning through a proper balance of research and teaching and transmission of a common culture and common standards of citizenship.
After independence, education particularly higher education had been expanded rapidly in terms of quantity. Today our country has the third largest system of higher education with varying standards. We have the third largest scientific manpower comparable to the most highly trained manpower in the world. These are the products of present system of higher education, which needs immediate attention to avoid further degradation. The healthy growth of higher education has been affected by the problems of limited resources and weak political power. Various Commissions and Committees one after another have repeated their recommendations for the qualitative development and expansion of education particularly higher education. But the implementation or the follow up action has not been able to achieve the targets or the recommendations set out by these Commission and Committees. The management of higher education in our country is centralized. The Union and the State Govt. are vested with a number of powers, both administrative and financial. In some state the state Govt. conducts the Universities and colleges and in others, the non-Governmental agencies conduct the colleges with financial assistance in the form of grant in aid.

After independence the expansion of higher education was considered very much essential because India wanted to become economically sound which was possible only by the expansion of higher education. Much of the economic progress of advanced countries was the outcome of development of their human resources through education particularly higher education. Keeping this point in view, the then policy makers decided to expand higher education at a rapid pace. Hence higher education was expanded rapidly in terms of quantity but the quality is affected. The quantitative expansion of education makes available
educational institutions offering variety of courses in varied disciplines and an easy access to higher education. The condition is such that our country is having World’s third largest reservoir on trained work force. But on the other side there is widespread dissatisfaction about the utility of higher education. It is widely assumed that the key to productive life is higher education. It is not so much the thirst for higher learning that is the driving force among the students. The aim is to get better jobs which ensure later a middle class standard of life. In our country higher education is linked only with getting jobs as opposed to self earnings or earnings from self-employment.

This has encouraged a psychology among the present youths that a job is the only way to earn for better living in the country or abroad. Therefore at present the main function of higher education system is to provide the students with a credential with which they can gain entry into modern, urban, industrial sector and out compete one another for a job only. The planning authorities and the policy makers assumed that with the economy developing, there would be growing demand for educated and skilled personnel. But in fact the expansion of higher education is not accompanied by parallel economic development and promotion of the labour market, thus creating the increasingly serious problem of educated unemployment. Today the condition is so worse that the skilled personal that is being built up remains unutilized, under-utilized and the misutilized personnel has become so large that those who have completed higher education courses have to wait for years before finding a job. Besides it also reveals from the present alarming figures of unemployment that the existing education system does not meet the expectations of job requirement of various industries. A job oriented
education policy is highly needed at present. The present education system and job requirement parameters seem to be mismatched and hence the ratio of highly educated unemployed needs special attention for bringing educational advancement and more leading towards entrepreneurship.

Thus it is very much essential to improve the quality of higher education. In the age of globalization and liberalization of economy, it becomes inevitable to improve present condition of higher education by all possible measures. It is important to analyze higher educational policy, structure and operation in India. It is necessary to reorganize our priorities and focus on our strategies so as to address challenges of knowledge revolution. Higher education needs to be remodeled to suit the needs of our fast growing globalized developing nation, aiming to become a developed country in the shortest possible time. Our success in the great enterprise of national reconstruction, whose principle objective is to raise the standard of living of our peoples, will depend upon the quality and number of persons coming out of our schools and colleges. But it is a bitter truth that most of the youth educated from today’s education system have one or more of the following defects viz.1) The recipients are devoid of spiritual knowledge, having no National pride.2) They are disconnected with nature and do not accept the physical labour.3) They have least tendency towards reading classics. These are the factors of prime concern.
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