

“CONTRIBUTION OF PROFESSIONAL EDUCATION IN INDUSTRIALIZATION”**DR. Budhi Sagar Mishra****(Assistant Professor)****Department of Management****L.N. Mishra College of Business Management****(An autonomous college Under Regulation of B.R. Ambedkar Bihar University)****ABSTRACT;**

In the phase of development of democratic country is depending in the lead of economic and education of the state. In the eye of socio behavioral science, education take part in two important functions for the state, one is nourishment of the society by edification which improves culture and second urbanized which improve economic of the people. The expansion of the states depends on the growth rate of economic, profession, trade, business, industrialization, civilization. These are possible by higher, technical, and professional education now a day's, which is based on economic invests and then return based system and professional / Higher education system is essential for state, social and economic development of the nation. which is necessitate for value based professional / higher education system, which empowers youth for self sustainability by Inculcating employment skills and hence reducing poverty. India's higher education system is the third Largest in the world. This paper includes the comparative study of components of value based professional / higher education system of like that other developed state as; UK, China, USA, Australia, Brazil and South Africa. In this article we proposes professional educational reforms and explains the decisive aspect of administration and deliver advanced value-based higher professional education system in the state (India). This study gives a complete view of the needs, impact and value-based contribution of industrial growth and improved the higher education system of India in respect of industrial sphere.

Key words: Professionalism, value-based system, Equal empowerment, reformation of education, reformation of Policy.

INTRODUCTION

Main challenges of democratic states are incapability of youth and primarily the main objectives of states are economics growth because the percentage of the population below the level of un-skills, incapable for gaining in the ratio of needs of their economics, as per the role of democratic states, state provides them up-to and sufficient level of techno-professional education and perversity them in their specific area of expatiation. Which provide the maximization of economics and reducing the dissatisfaction, and improve quality of services sector, area of welfares', and industrialization, health, education, securities welfare facilities, all are required fair and strong administrative system which provide highly protracted in good health environment for law and orders, because without legislation democratic state cannot empowered their maintain and contribute to, in the area of growth of economic standard of state (India) . In the phase of industrialization state must be improve the value based education systems by the reformation of education policy of state. On the eve of the 11th plan is in much stronger position than it was a few year ago, after slowing down to an average growth rate of about 5.5% in the 9th plan of Indian which was 1997-98 to 2001-02, it has accelerated in recent years and the average growth rate in the 10th (2002-03-to 2006-7) is likely to be about 7% which is below to the 10th plan target of 8%, but it is the highest growth rate achieved in any plan period. While this performance reflects the strength of the economy in many areas, it is also true that the large part of our population are still to experience a decisive improvement in their standard of living, the main problems are to develop in the area education service sector by improvement of professional education and empowerment to the new generation by the protection professionalization by co-operation of private institutions and Government of India Educational system and improved the intellectual capacity in the New generation.

The rising demand for higher education is represented by an increase from 100.8 million tertiary students worldwide in 2000 to 152.5 million in 2007. The higher education sector has undergone major changes throughout the world which led to increased competition for institutions in this sector (Kirp, 2003; Maringe and Gibbs, 2009). According to UNESCO, "higher education is no longer a luxury; it is essential to national, social and economic development". The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth and adults gain the knowledge and skills they need to better their lives and to play an ideal role in building more powerful, peaceful and equitable societies. This is why focusing on quality is an imperative for achieving EFA. As many societies strive to universalize basic education, they face the momentous challenge of providing conditions where genuine learning can take place for each and every learner. Quality must be seen in light of how societies define the purpose of education (EFA Global Monitoring Report, 2005). Quality improves the value of education. So there is a lot of importance nowadays to increase the value of education. In this paper, a trial was made to explain the demand of value in higher education in India. The six goals adopted at the World Education Forum in Dakar, Senegal, in April 2000, implicitly or explicitly integrate a quality dimension. The goals are early childhood care and education, universal primary education, youth and adult learning, literacy, gender and quality. Countries that are farthest from achieving goals 1 to 5 are also farthest from achieving goal 6. Several indicators provide information on dimensions of quality. Public expenditure on education represents a higher proportion of GDP in rich countries, where the EFA goals are already achieved, than in poorer ones, where the coverage of under-resourced systems needs to be both expanded and improved. Spending has increased over the past decade in many developing countries, notably in East Asia and the Pacific and in Latin America and the Caribbean. Pupil/teacher ratios remain higher than is desirable in many countries of sub-Saharan Africa (regional median: 44:1) and South and West Asia This results in improvement of the value of education. The central planks of most education systems are expected to ensure that all pupils acquire the knowledge, skills and values necessary for the

exercise of responsible citizenship. The broad objective of education is to create a sizeable population of such educated men and women who could understand the world well enough and are able to bring about a change leading to adequate health and education services, a better environment, and elimination of ignorance and deprivation (limitations), which continue to strangulate the developing societies.

The policy of democratic state and implementation with reference of nations contributor or citizen of nation, those therefore adhere to the principles of equality, quality and efficiency position added, and emphasis on the education of the people, who are under-privileged and live in misery (Rao, 2004)¹. In the next few decades, India will probably have the world's largest set of young people. Even as other countries begin to age, India will remain a country of young people. If the proportion of working population to total population increases, that should be reflected in a sharp increase in the country's savings rate. And if India can find productive job opportunities for working population, that would give India a big opportunity to leapfrog in the race for social and economic development and as a result growth rates would go up. China and other countries of South East Asia face the phenomenon of ageing population and India is an exception to this rule. Therefore, it might be India's opportunity to leapfrog in the race for social and economic development. India's youth can be an asset only if there is an investment in their capabilities. A knowledge-driven generation² will be an asset. If denied this investment, it will become a social and economic liability. Hence, there must be an investment in building the knowledge base of coming generations (Manmohan, 2005)³. Hence there is a requirement of value-based higher education system. India has, today, more than 250 Universities, and many more Research and Development units, and professional colleges and institutions. India has the world's largest chain of publicly funded R&D institutions. On an average, more than 350, 000 engineers and 5,000 Ph.D. scholars graduate from Indian Universities and Colleges every year. With such a vast pool of qualified, English-speaking scientific and technological manpower, India must have the ambition to become a large base of research and a centre for development activity. To achieve this, India

OBJECTIVES OF THE STUDY;

1. To analyses the key factors that helps in establishment of value-based technical and professional education.
2. To compare India's higher education with different countries from different point of view at surface of world level.
3. To analyses the investment and output in the sense of state and individual growth of economic and living standard of citizen, and how improved India's real professionalism and higher education system.
4. How we developed high economical and environmental value based education for industry, trade and business.
5. This is very important for the nation to prevent brain draining and developed in the youth sense of interest, or to develop in youth emotional sense of nationalism.
6. How we developed the economic investment and return based culture in the territory of the nation

METHODOLOGY;

In this paper, the research was based on secondary data taken from different research reports, journals and research papers. The research was based on the comparative study of effective components and value based professional / higher education systems of India and rivet to sturdily developed countries.

INDIAN HIGHER EDUCATION SYSTEM;

Since ancient times, India has a strong tradition of higher education. This is evident from centers of learning like the Buddhist monasteries which existed in the 7th century BC and Nalanda which existed in the 3rd century AD (Perkin, 2006). Few of these centers were very large, having several faculties. Invasions and disorder in the country has extinguished ancient Indian education system (Britisers brought western and secular education, with an emphasis on scientific inquiry, to India. The first college was set up in 1918 in Serampore, in Bengal, imparting western education in India. Entrepreneurs assemble resources including innovations, finance and business acumen in an effort to transform innovations into economic goods. Sam Pitroda is a Chairman of National Knowledge Commission. Pitroda, Sam (2009), "Towards a Knowledge Society",

Enrolment Teachers Student: Teacher Institution (in thousands) (in thousands) ratio University Departments and University Colleges 1427 79 18 Affiliated Colleges 9601 409 23 Total 11028 488 22 Source: University Grant Commission, Annual Report 2005-06.

In initial period of India (1857), there are three Universities govern under central provision among them University of Calcutta, Bombay and Madras were set up, and 27 colleges were affiliated to them. In 1947, 19 Universities were already in existence in India (CABE, 2005), while after independence, higher education system grew rapidly. In 1980, the numbers of Universities were 132 and colleges were 4738 in the country, in which 5% of the eligible age group enrolled in higher education. Student enrolment, which grew between 1987 and 1993, was 7%, but declined to 5.5% at a compound rate of growth. The members of higher education institutes grew from 516 in 1947 to 17, 973 in 2005 to 2006 (Government of India, 2007). The rapid expansion of higher education in India has been at the cost of its quality, in that quality varies with institutions. There are three agencies that evaluate the quality of institutions and programmes. These agencies are evaluated through an external quality assurance in the country. These are the National Assessment and Accreditation Council (NAAC) to accredit institutions of higher education, the National Board of Accreditation (NBA) to accredit programmes in engineering and related areas, and Accreditation⁷ which does not protect student from fraud and abuse. Public awareness is very low in India. In India, there is no system of collection and compilation of statistical information on higher education in the country.

The Ministry of Human Resource Development of the Central government delegated this responsibility to University Grant Commission (UGC). However, University Grant Commission (UGC) has failed to do so (Agarwal, 2006). India has more than 9% annual growth rate. In order to sustain the growth rate, there is a need to increase the number and quality of the higher education institutes in India. Therefore Dr. Manmohan Singh, Prime Minister of India, has announced the establishment of 89 10 8 IITs, 7 IIMs and 5 IISERs, national law institute under the regulation of Government of India and 30 Central Universities in his speech to the nation on the 60th Independence Day. In the 11Five year plan 6 Assessment gives an idea of the quality of the outputs. Typical outcome of assessment results in a multi-point grade -numeric or literal or descriptive. 7 Accreditation is an evaluation of whether an institution (or program) qualifies for a certain status. Accreditation provides the outcome in a binary scale – yes/no or accredited/not-accredited. 8The Indian Institutes of Technology (IITs), are a group of fifteen autonomous engineering

and technology-oriented institutes of higher education established and declared as Institutes of National Importance by the Parliament of India. The IITs were created to train scientists and engineers, with the aim of developing a skilled workforce to support the economic and social development of India after independence in 1947. 9The Indian Institutes of Management (IIMs) are India's premier management institutes[citation needed] that also conduct research and provide consultancy services in the field of management to various sectors of the Indian economy. They were created by the Indian Government [1] with the aim of identifying the brightest intellectual talent [1] available in the student community of India and training it in the best management techniques available in the world, to ultimately create a pool of elite managers to manage and lead the various sections of the Indian economy. Year Plan (2007 to 2012) for education, the planned amount is Rs. 2500 Billion, a four-fold increase over the previous plan.¹¹ The numbers of higher educational institutions in the year 2006 are 355 universities and 18,064 colleges, although there exist 20 Central Universities, 216 State Universities, 101 Deemed Universities, 5 Institutions established through State Legislation and 13 Institutions of National Importance. Enrolment for students was estimated to be currently around 110 lakes in the Indian higher education system in 2005 to 2006. Figure 2 shows that the growth of student enrolment in higher education in India has been uneven and slow. For instance, while the enrolment grew by 6.7% in 2001 to 2002, it grew by 5.2% in 2005 to 2006. The total number of teachers in the higher education system is 4.88 lakes as shown in Table 1. Out of the total teaching faculty, 84% were employed in affiliated colleges and only 16% were employed in the universities and university colleges. The student-teacher ratio works out to 18 in the university departments and colleges and 23 in the affiliated colleges. This is the remarkable development of the higher education system of India. This shows high increase in the number of universities and colleges from year 1950 to 2006. Need of value based Indian higher education system in the socio-economic development of a nation, human capital has a very crucial role. So, there is a need of investment in education In India, education, particularly higher education, is mostly owned by the public sector. Hence, the role of the State is very important in making literacy levels high. Private sector role is also increasingly becoming important because of wrong kind of state intervention or too little state intervention. About 0.37% of GDP¹² is spent on higher education in India and this is also falling in recent years. Therefore, education in developed countries, have been able to have “market complementary arrangements”¹³ rather than “market excluding arrangements”¹⁴ which will result into widespread literacy levels (Government of India, 2007).

The government of India has pursued a five-fold strategy following the recommendations of the NPE¹⁵ consisting of the following:

- Enhancement of infrastructural and provision for human capital development with reference of professional and technical education.
- New provision for improvement national curriculum in reference of quality based teaching-learning material.
- Improve the quality of teaching – learning process through the introduction of child-centered pedagogy. ¹⁰ The Indian Institutes of Science Education and Research (IISER), and the related National Institute of Science Education and Research (NISER) are a group of premier institutes being created by the Government of India to promote education and research in the sciences.

VISION OF PROFESSIONAL EDUCATION

Rapid growth has to be an essential part of the strategy of the commission in the context of the professional education, Technical education empowerment of middle class people, core benefits of all class people in the respective Economic capacity. Plan provides an opportunity to restructure politics to

achieve a new vision of growth than will be a tool of faster reduction in poverty. In this era the economic can grow between 8% and 9% per year and population growing at 15% per year, the private sector including enterprise and corporate sector participation on account of 70% of the total investment in the economy and policy must be objectively creating an environment in the country by the entrepreneurship can flourish but which required professional growth related component in the strategy which is important for two reasons first is direct contribution in raising income levels and employment and second is to help Finance program which is necessary to ensure that growth is more board based and inclusive.

Indian education system, especially after the introduction of Economic Reforms in 1991, and opening of the economy to the whole world, marked with incidence of an information Technology boom, is looking to compete for the global standards in higher education. The drive is welcome but with a little precaution.

First the 11th plan seeks to increase the enrolment ratio in the higher education considerably in comparison to the world average and averages prevailing in the developed countries. Undoubtedly higher education needs to attract higher and qualitative investments. No one would disagree from the fact but one should look upon the reality, not the ideals only.

11th Plan recognized the dual problem of higher education, namely of low enrolment rate and the regional imbalance. It recognized that the 11% enrollment rate too low compared to 23% of world average or 36.5% for countries in transitions or more than 55% for developed countries. To accomplish the target of 15%GER in 11th Plan, a sustained increase of 8.9% per annum in Gross Enrolment is required (Duraiswamy). Thus a matching expansion in institutional capacity (378 university assuming thirty thousand students per university and 2602 college assuming 10 college for one lakh population of students between 18 to 24 yrs. (Sudhansu Bhusan, chapter 10, page 6, UGC Report).

To realize the same, the 11th plan thus proposed the following steps to increase the new institutions.

- i. 30 new Central Universities, under the initiative of the Prime Minister, Dr. Manmohan Singh, have been proposed. It also includes setting up of 30 medical and engineering colleges in Central Universities. In addition a Tribal University is also to be set up now presently at least 45 central universities run under the regulation of ministry of HRD government of India.
- ii. On technical education side 8 new IITs, 20 NITs, 20IITs, 3 IISERs, 7 IIMs, and 2 SPAs have been proposed now presently there is 16 IITs 13 IIMs and 28 NITs run under the regulation of ministry of HRD government of India.
- iii. Again on the initiative of Prime Minister 373 new colleges in districts with less than all India GERs with Central assistance on a matching basis from the States have been proposed; and state university regulation of section 12 (B) run 194 university and including deemed universities there are 307 universities run under the regulation of ministry of HRD Government of India.
- iv. New Polytechnics in un-served districts, 500 new community Polytechnics, and 210 new community colleges have been proposed.

While we look at the economic side of the sincerity of state and central government, we find that per student expenditure has registered a negative rate of growth both for central as well as State expenditure. Overall, per student expenditure has declined at a rate of 2.4 percent since 1992-93. The average real expenditure in higher education per enrolled student declined from Rs 8332 in the period 1981-82 to 1991-92 to Rs. 6790 in the period 1992-93 to 2003-04.

Strategic initiatives for inclusive development along with sectorial policies aimed at improving livelihood support and increasing employment, a strategy of an inclusiveness and broad based participation in the development process call for the new emphasis on education, health and other basic public facilities. Inadequate access to these essential services not only directly limits the welfare of large sectors of our population, but also denies them the opportunity to share fully in the benefits of growth. Indeed by limiting the quality of human resource development, it limits the growth process itself.

Education is the most critical element in the empowering people with skills and knowledge and giving them an access to productive employment in the future. The plan should play special attention to this area. An ideal we should strive for is that all class new generation should be able to get as much education as they are capable of getting irrespective of their parents abilities to pay the management school has to move from a highly centralized system to a more decentralized system based on Regional school management committees of parent and other educationally included people in the neighborhood accountable to local self-government.

If we have to consistently reform on the same trend in the future also, what would happen to quality education, and eradicating the regional and inter-spectral imbalances, ensuring inclusive growth in education. So the things are very clear. Either we will have changed the strategies of realizing these goals or we shall have to reevaluate the relevance of these objectives. Public expenditure on higher education to GDP rose in this period. Thereafter, the trend is towards stagnancy or decline. The most noticeable features is a decline in per student real expenditure on higher education in the period after 1992-93. (Ravi Shrivastav, UGC Report, Chapter 11)

HIGHER EDUCATION;

India has a well-developed higher education system which has served us well this far, but is now subject to serious strain. The extent of access it provides is limited only about 8% of the relevant age group goes to university but other developing countries; the figure is 20% to 25%. So we want to the major expansion in the education and professional/Technical education, but there is also a serious problem of quality at the world level we have poor standards. We have different types educational institutes but there is lack of 'Potential for excellence' which is required to formulated laying down specific parameters which are in tune with global standards at least 20 University with the potential for excellence and required to up gradation according to the New Sphere of education.

The recent decision to extend reservation for different basis like the OBC, SC, ST, UEW, gender based which discriminate the social fairness for non-reserved students and state. Face gender based intelligence gap and diversion of intelligence in the society. The education plan should aim for expansion over the medium term allow expansion even for the general category they must be address this challenges and a priority basis in a manner which ensure that general quality will not be improvised. It must address simultaneously the issues of increasing enrolment in university and other institutions especially the high end institution like IITs and IIMs MITs the problem of varying standards outdated syllabi, inadequate facilities, and most of all the need to create an environment that will attract top class faculty. This will requires a complete revamp of existing Systems in many respects.

Achievements of these objectives will require a substantial increase in resources devoted to in this sector and must be an successive annual plans will have to provide rising levels of budgetary support However this must be accomplished by internal resource generation by dully and realistically raising

fee structure, simultaneously, efforts will be made to develop a wider merit-cum-means based loan and scholarship programs through the banking system and other supporter system.

Access to high quality institutions is extremely important for equity institution is extremely important for equity since they provide opportunities for the poor and socially disadvantaged of advance themselves. However, the ability to benefit from higher education is effectively determined at the appropriate level. Unless the access of all groups to high quality institutions is improved, they will remain at a disadvantage even if they get access to higher education because will not be able to do well at late educational stage the numbered faculty and the available infrastructure is a restricted factor. However, in an Open University system this is not a limiting factor until we develop a strong network that produces high quality intelligent generation.

TECHNICAL/SKILL DEVELOPMENT AND VOCATIONAL EDUCATION

Basically society suffering from the pre educator quality problem and after that generation suffers from economic problem and government want to expansions of quality of education in the frame of quantify based development. In the sphere of expansion of information technology, school will focus on vocation in the territory sector require limited infrastructure ,in such IT, banking, insurance, tourism, retail trade, pharmaceutical, researched and training institution will be increased in number. More importantly, the scope and content of the training they provide must be made relevant to the need of industry and available jobs by involving industries and industrial association in running them the number of skill for which training is provided must be increased 100 fold, from 40 at present to closer to 400 as provide in china vocational training for both man and woman shall be accorded top priority the 11th plan to be treated as an industry attract investment in it. So for the private investments have come in only for higher wage skills-IT, FT lawyer, teacher, etc. and high skilled government job. These private training institute are themselves present mainly in large town that provide avenues for advance for rural youth have concentrated mainly on d academic education.

THE CUTTING EDGE: SCIENCE AND TECNOLOGY

In the current knowledge era, our development depends crucially on innovative solution provided by the Science and Technology. The 11th plan approach to S & T will be guided on.

- Enlarging the pool of scientific manpower and strengthening the S&T infrastructure, focused effort will be identify and nurture to new generation.
- Establishing globally competitive research facilities and centers of excellence, kindly innovative sprite so that scientists translates R&D leads to scalable technologies which yield wealth generating products and processes, attention will be paid for evolving new models of public-privates partnership.
- Implementing selected national friendship, flagship programmes which have direct bearing on the technological competitiveness of the country in mission mode so that India achieves excellent position in the era of technologies.
- Promoting strong linkage with other countries in the area of science and technology include participation in mega international science initiatives.
- Identifying ways and means for catalyzing industrial academic collaboration for development application and floured the technologies from lab to the market.

- Evolving an empowered NS & TC responsible for all matter relating to S & T including scientific audit and performance measurement of scientist and scientific institutions.

CHALLENGES IN EDUCATION

“Learning without Burden” the report of Yeshpal committee in 1993, extensively reported at the ills of present education system. It has shown how the education system. It has shown how the education system has become highly centralized, examination driven, impersonal and utterly irrelevant to the child’s world. The centralization deprives teachers of the freedom to organize teaching learning and meaning fully participate in the preparation of text books and student materials, this in itself is bad enough, but now in addition to what is happening in India, it has become necessary to face the challenges of rapidly changing world in the 21 century.

As the world shrinks an account of development in science and technologies, those changes affects Indian society increasingly in many different ways the world today is a global village and this represents unprecedented challenges for Indian education. No society can live in isolation. This reality has a bearing a social process in bother world as well as India this process has been going on for same time, but in the last year the traces at all which the world is changing is becoming greatly accelerated.

HOMOGENIZATION OF THE WORLD

The corporate world empire use of the tools of aggressive advertising and marketing campaigns and a centrally controlled media to turn around Public opinion to support its agenda by means of What Noam Chomsky call the “manufacturing of consent”. AS mass production leading to profits means mass consumption, global corporation like to disinvest the world society of diversities and pluralities, Something in the India has always cherished and deeply valued the more homogenized the communities of the world became the more effective their media and marketing reach can be.

- Multinational giants, therefore, Pose a threat to diversities of both the environment and culture the consumerisms they help to promote a life-style in which wasteful ways that the earth cannot support became the needs created by advertising the scenario of competition lead to aggression and violence, which strip Human belong of the essence of humanity, living in corporation and harmony with others and with their surroundings to this attack of the global corporate empire needs to be met by teaching new generation people democratic values and equipping the with a sense of discernment So that they can choose the right way to build a better world. Open sources, which are now increasingly becoming available, can help break corporate monopolies there is no end to the thirst of the corporate empire for power and Control, it tries to use every means, fair and unfair to extend its condition to enable people to access information and better their lot in life.
- The planning and development of higher education in our county, what is apparently noticed is that everything is being planned in a much unplanned way. Infusion of the private investment in higher education is such an example. Private sector has developed itself indiscriminately without any effective regulation of quality and quantity of the product which they produce. In fact, since the initiation of the economic reform process and a corresponding opening of the economy, a lot of FDI has come into different sectors of the economy and that FDI demands quality skilled professionals to support it. A corresponding demand of MBAs, MCAs, Engineers, Doctors, Account Professionals and

other high skilled labors, has boosted the mushroom growth of the private institutions who are only looking for the profits and margins therein, and correspondingly the industry is getting degree holders of sub graded quality, and the aspirants are earning degrees which has some value in the job market but at a comparatively high price.

- That monopolistic competition due to absence of a healthy competition form well established world class educational institute can't be left to run for ever. Opening up the higher education sector for foreign direct investment would be, thus very important for future of higher education India. It would provide for an alternative system of governance and development of higher education institutes according to global norms, and would set the globally appreciated standards of performance for rest of the industry.
- Insist of well competent skill, knowledge and strong moral values teachers and their remuneration shall also rise sharply, making the profession lucrative for intellectuals to join and perform. It would also set the standards of the rest of the industry and will induce for cost apprehension of the quality education which would check for the growth of tiny and cottage deemed universities.

In the same references,

- The recommendations of the Yashpal Committee reports are also likely to be implemented to ensure quality education in the higher education sector. It would rationalize the growth of a substandard educational institutes to a large extent and would suggest the growth of a sovereign monitoring and regulatory authority of the higher education, and one would expect least political interference induced by the wasteful motives of the state governments, central and state government are ever more responsible than the any other factor in the higher education sector in the India and this factor is now must to be cubed to facilitate the flourishing of the quality standards in higher education, in the upcoming years.
- Educational Authority says without any "If & But". We will be achieve the development target of nation so where is the Teachers Participation in Financial and Administrative policy formation? Without paying heed to what is happening with item, right or wrong, they are engaged with the students only and the others are left to plunder them and their students. Lakhs and corers of grants come to big colleges and universities. How much of that teacher and students get really. How benefits do they get actually? It is only marginal benefit. One can remember Rajiv Gandhi for his famous and pinching argument that only 15 paisa out of one rupees reach to the end user. In education, it is even worsening day by day.
- So there is a visibly needed for invalidate for marking of college administration by teachers, students, and the society as well. At present, teacher is thought to be root cause of all the problems relating to school assuming that he has not playing his role sincerely. But often the role of institutions administration is ignored as well as that of the government and the policy marker. People often say that the low paid teachers of private institution work hard than that of the public sector and aided school. But it is often ignored that who these persons are teaching in pri8vat schools and in what condition. They have to work in quite unsecure service condition and they are exploited to the fuller extent. So what is the remedy to improve service condition in this sector or to throw the public sector too, in those

- dirty hands that are getting fatty on the blood of the innocent students, guardian and the poor labor teacher? If we allow the private hands to such the blood in same manner and would let it ignore quality standards for sake of profit and margins only, if any drastic change in the system would be only a dream.
- In the reformation process of the professional education, the democratic state promote welfares' to key contributor including their teachers and students should be in the central place and only teaches should be allowed to accomplish that. Schools should be handed over to teachers only and overlapping as well as any ambiguity should be avoided in all respects. Running a school should not be a profit venture for principal and managers only, but also for teachers and students and proper mechanism should be developed for fulfillments of nation objective.
 - After ensuring supply of standard study materials and good working conditions for the teachers, proper teaching should be insured. We are not America or England, Most of the schools suffer lack good teachers, proper clerical staff, facilities like projectors, internet connections, computer labs, technical professional to handle problems in internet, developing and running websites, computerization of school database and development of respective software, handling of computers and other IT gadget, etc. we also need proper clerical staff to be clerical work, Drinking water, AC, Refrigerators, Air coolers, electricity fans, and above all, regular supply of electricity should be ensured. If all the time teacher and students, and principal will have to care about these only, how shall one would be able to take classes regularly and to minute examine the problems of students also.
 - Present Norms of UGC which has now published the new PBAS (performance Based Appraisal System) for promotion the teachers in higher Education. Who needs to care that in remote area where teachers don't get even news daily regularly, how would they be able to write up an article which will be published in an international journal after the review of a panel of international peer groups in the subject? And who need to care that how many national and standards journals come into the college library regularly. Who need to care whether how much the grants com in library and how it is utilized all such Disparities and has passed a uniform system for all nations.
 - At least if one cannot remove these disparities, he can do it ignore. This is best done by UGC. No one need to care those teacher residences with proper facilities should be developed compulsively in all institutes, especially in remote and distant areas. No one need to care that institute of higher education should be developed in good places, with hostels of students, and teachers who are the central leaders of the process of disseminating knowledge should be provided proper facilitation of life. Alas! Who cares? UGC is Developing Norms of Oxford and Cambridge to develop the teachers without ensuring that at the same time if college is not developed on the other criterion as well in the same time, how just it would be to only clutch the teacher. Will it work really or the results would be suffering of the teachers only in terms of promotions and pay loss. Why the only teachers be punished for all the vices. Will u hang the principal, managers, and other authorities also if the teachers of a college/university does not perform appropriately and doesn't get a promotion in due time. Will you hang them up? Then why the teacher only?

- Economics is the science of incentive and disincentive, but they should not be allocated arbitrary. Economics of higher education base upon providing good incentives to the teacher as well as to the students in the form of return over his investments. It is not about arbitrary free of cost education to all the students which bring heavy financial burden to the government but bring nothing to the student except a paper degree which has altogether no value in market. Neither it is about providing scholarships to all the class and caste without monitoring how it is being utilized.
- The Power of the state economics lies in discrimination and differentiation, rather than it treating all units indiscriminately and uniformity, and in instructing the power of proper incentives for the sustainable development strategy. In reference of empowerment professional education and improvement of intelligence capacity of new generation for the purpose of individual growth and research as per the universe level government works and want to implement changes in the society by the tool of high profession quality and want to develop high quantity in reference of intelligence in service sector and proper contribution of new generation up to the international level by the improvement of each class and cover to all sector as well as possible.

The democratic systems of state refer to pluralism in the context of education Technological, Professional education is not subsist without improving Policy systems of state, which must be quality and value full. At the world level, we found an enormous gap persists between the facts of student's capacity and their cognitive skills. Aim of the state policy to protect mesh enrolments for straight learning conditions and opportunities based. High quality educations contribute to lifetime income for national economic growth and lend a hand those on other matters that are important to their welfare. International achievement tests make good public strength that is improve socioeconomic status of states. Two doctrines distinguish most attempts to classify the quality in professional education: for value full participation in corporate sector by adopting corporate civilization and suggest as

- Identify learners' cognitive development as the major implicit objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality.
- 2- Emphasizes role of education in promoting values and attitudes of citizenship and in encouragement of inspired for development. The dual challenge of improving quality and expanding access in an equitable way requires a level of sustained investment that is currently beyond the reach of countries.
- The feat of these objectives is more difficult to levy and compare across countries. In low-income stats,
- the positive impact on quality and hence of education is by increase spending for the qualification more suitable, Improvements in quality can be increased at a very modest cost and are within reach even in the poorest countries. The education quality stands at the heart of Education for All.
- It determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and development goals. So, in this research paper offers a map for understanding, monitoring and improving quality.

- Education quality, low or high, is judged by the extent of its objectives that are met. State Government committed to improve erudition outcomes face difficult choices, but state policies exist that is not necessarily beyond the reach of the most resource constrained of state.
- State focus on the learner and they place emphasis on the dynamics of teaching and learning, supported by a growing body of research on what makes the schools and teachers effective. Links among different parts of the education sector can help improve quality but they are often hidden or ignored by the compartmentalized machinery of government.
- Must be successful and qualitative reforms which require for government to play a strong leading role. Although external assistance can boost resource levels and help in managing education system, it cannot make up for the absence of associate all project for educational improvement. Accordingly, the domestic political process is ultimately the guarantor of successful reform. If it favors educational change, the chances that external assistance will facilitate a move towards higher quality universal education are profoundly better than the case where such political circumstances are absent. Education and society are linked strongly and each influences the other strongly.
- Professional / higher education can help to change the society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom. So, education usually reflects society rather strongly: the values and attitudes that inform it are those of the society at large (EFA Global monitoring Report, 2005)23.
- The government in India under the leadership of Dr. Manmohan Singh, Prime Minister, and under the supervision of Mr. KapilSibal, HRD minister, has taken steps to improve the value of higher education, but the steps have to be strictly implemented in all public and private institutes or colleges. The Indian Education System improvement is required at higher education and research institutions of national excellence. At all levels, there is a need to improve both access and excellence.
- There are fiscal and administrative challenges to be tackled and there are intellectual and leadership issues to be addressed. At the bottom of “knowledge pyramid”, the challenge is one of improving access to primary education. At the top of the “pyramid”, there is needed to make institutions of high education and research to be that of world class.
- There is a genuine funds constraint in the public sector that is being neutralized only in part by the private sector. Together, the public and private sectors are not able to cope with the demand for higher and professional education. However, there is an additional problem at the top of the pyramid, namely, that of quality. India’s Universities and centers of excellence are falling behind the best in the world both in terms of human capital and physical infrastructure.
- Public libraries are an extremely important element but needed to strong regulation for best use in the sense of socialism to the foundation of a knowledge economy. Specialized institutions are equally important in facilitating informed policy-making. NKC suggest ways in which the Central and State Governments can improve rules and regulations and the capacity of policy-making institutions that deal with knowledge institutions.
- The Knowledge Commission has proposals aimed at improving excellence in research and teaching, especially in the frontier areas of mathematics, science and technology. As such, India cannot afford to lag behind the rest of the world. The leaders of India’s national movement are resolutely committed to excellence and to making India a powerhouse of intellectual Endeavour. This is the time to create a second wave of institution building and of excellence in the field of education,

research and capability building so that India is better prepared for the 23 EFA Global Monitoring Report 2006-Education for ALL THE QUALITY IMPERATIVE : Report by UNESCO 21st century.

- The Knowledge Commission has come forward with creative ideas to promote the 'knowledge base' of Indian economy and to exploit the vast latent potential. NKC must leverage it to make India truly the 'Knowledge Engine' of the world (Manmohan, 2005)²⁴. If these initiatives are successfully implemented, the country will be able to harness the advantage of its demographic dividend and the youth will be able to realize their full potential in the global economy. Further,
- The massive expansion of educational opportunities will translate into tremendous opportunities for all sections of society including women, children, rural communities, urban slums, tribal groups and other economically and socially disadvantaged communities and help India move towards a more equitable society. Finally, an environment of sustainable growth in the country will be created by key steps such as developing a resource of skilled manpower, a favorable eco-system for entrepreneurship and innovation, R&D, and an efficient system of delivery of public services.
- The emerging knowledge of society and related opportunities present a set of new imperatives and new challenges for India's economy, polity and society. If these fail to capitalize on the opportunities now, India's demographic dividend could well become a liability. The widening disparities in India will translate into social unrest, if urgent steps are not taken to build an inclusive society. Moreover, India's growth rate, which is faltering now, will stagnate soon, if a sustainable development paradigm is not created.

CONCLUSION;

The democratic systems of state refer to pluralism in the context of equality in the area of education, economic distribution, technological, professional education is not subsist without improving Policy and implementation systems of state, which must be produce in quantity and value-based based youth to the nation. By the Industrialization of state, individual capital income increase, economic growth and classed based development of state possible. Which is an indication of gigantic augmentation of democratic participants and then we compare rate of growth with other nation or at the world level, we found an enormous gap persists between the facts of youth's capacity and their cognitive skills. Aim of the states policy to protect lattice enrolments for straight learning conditions and opportunities based High quality educations contribute to existence of income for national economic growth and lend a hand those on other matters which are important to their welfare. International achievement tests make good public strength that is improve socio-economic status of states. Two doctrines distinguish most attempts to classify the quality in professional education. The massive expansion of educational opportunities will translate into tremendous opportunities for all sections of society including women, brood, dispossessed and rustic communities, urban slums, tribal groups and other economically and socially disadvantaged communities and help India move towards a more equitable society. Finally, an environment of sustainable growth in the country will be created by key steps such as developing a resource of skilled manpower, a favorable socio-economic administrative, eco-system for entrepreneurship and innovation, R&D, and develop an efficient fair administrative system for industrialization for reasonable liberation of public services.

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