



## Increasing Access To Higher Education For National Development

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### Abstract:

*Institutions of higher education are naturally involved in the processes of creating new knowledge, both abstract and applied. No programs of high quality education can be implemented by people who are themselves not creative and who may be devoid of the excitement of innovation, discovery, or application of knowledge to new situations. It is accepted all over the world that the young teachers and scholars are a singular source of new ideas, which contribute to the advancement of society. The research activities of institutions of higher education are inspired by considerations of excellence at an international level as well as of application to solving the problems of a given society. These activities could be linked once again to the social, cultural, economic, and natural environment to focus attention on problems of local and regional development in the country in order to achieve the goal of national development.*

### INTRODUCTION

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable development without sustainable investment in human capital. Education enriches people's understanding of themselves. It improves the quality of their lives & leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. Education provides a foundation for development, the ground works on which much of our economic and social well-being is built. By increasing a child's integration with dissimilar social and ethnic groups early in life, education contributes significantly to nation building and interpersonal tolerance.

### CURRENT STATUS OF HIGHER EDUCATION

The needs for education at all levels, including continuous education essential for skill upgrading and for equipping people, are largely unmet. For example, of 411 million potential students only 234 million enter school at all. Less than 20% reach high school, and less than 10% graduate. In the case of higher education, only 50 million out of India's 1.1 billion people have degrees beyond high school.

On a broader societal level, the challenges to India's educational system are far greater. Only a tiny fraction of India's population reach college, less than one-fifth even reaches high school. More than 300 million Indians (roughly one-third of the population) are illiterate.

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**STRENGTHS OF INDIAN HIGHER EDUCATION**

- Ø One of the largest education systems
- Ø Largest stock of educated work force
- Ø Self-reliance in work force needs
- Ø Export of work force
- Ø Democratization: improvement in equity
- Ø Pockets of excellence
- Ø Diversity

**CONTRIBUTION OF HIGHER EDUCATION**

- Ø Selfreliance in manpower
- Ø Export' of skilled manpower to the world economy
- Ø Socioeconomic development
- Ø Democracy and political stability

**WEAKNESSES OF INDIAN HIGHER EDUCATION**

Underlying the present situation there are many problems in the higher education system that need attention: a paucity of high-quality teachers, inadequate infrastructure for delivering educational resources including libraries, and overall the poor quality of educational resources utilized at the various universities and colleges. For those who have been traditionally disadvantaged with respect to educational opportunity, for women and poor rural residents, the situation is particularly difficult. We can summarize these weaknesses into the three following points-(1) quality (2) inequities & (3) inadequacy. It is clear that these problems need to address expeditiously, lest the overall impact on the Indian economy become disastrous and fail to face global challenges.

**NEEDS TO BE DONE****Education as Investment in Development**

The goals of economic, social, and cultural development at once require provision of education with special characteristics at all lends. Without education, they cannot achieve. Through proper education, the achievement of economic and social development can facilitated and expedited. The human resource would have a multiplier effect on the utilization of all other resources. That is why the concept of education as an investment in development has been increasingly accepted, and that is why the Report of the Education Commission spoke of education as the only instrument of peaceful social change.

**Need to enhance Support for Higher Education**

Realizing the importance of higher education in world-competitive, industrial, and technological development, sometimes-international agencies tend to reinforce doubts about higher education and counter pose it, priority- wise, against elementary education. We should be cautious in the respect of inadequacy of funds provided for higher education and reaffirm that there ought to be a proportionate and harmonious development of the various levels of education, to optimize education's role in ensuring social change. There can be no a priori formula for sharing of resources between these levels, but what proportions have come to be established in the developed countries could be a general guide to us. A study of this kind would show that we have to go a long way in providing adequate funds for higher education.

**EXCELLENCE IN HIGHER EDUCATION**

The goals of national development also establish two features of higher education: one is that it always operates at the frontiers of knowledge and has to be world-competitive; it must be of the highest quality; and the other that it has to be relevant both to the individual and to society. To achieve education of a high quality is a complex task, involving selection of teachers and students based on merit, which may be partially relaxed in the interest of removing age- old handicaps of certain sections of our population and of certain regions in the country. It also involves the strengthening. of the infrastructure of institutions, modernization and changes in curricula, including the raising of the quality and performance of the teachers. . Education of either a professional or a generalist cannot remain confined to mere knowledge of the subject and practices of related skills. It must include in its scope an awareness of our history, culture and tradition, together with knowledge of the problems we face in the socioeconomic plan and what efforts we arc making and should be making to carry our society forward. Awareness and insight can come from proper books and courses,



accompanied by discussions among students and with teachers in tutorials and seminars: but it can come strongly when students are put in experiential situations. Interaction with the community in a variety of forms and participation in developmental activity would be most valuable in this respect. The student must also be helped to develop a rational outlook, openness to change, commitment to truth and justice and a desire to serve the students' fellow beings. Secularism and national integration are crucial for the survival of democracy and for peace and tranquility in the country, which are the pre-requisites of economic development. Hence, education at all levels, and particularly at the tertiary level, must provide opportunities for student personalities to grow in these dimensions. Thus, raising the quality of education in the context of our social and economic aspirations acquires a very different meaning from what prevailed in the pre-Independence period.

#### RELEVANCE IN HIGHER EDUCATION

Relevance requires a study of the social circumstances, employment potentialities and the possibilities of growth and development in the region. Implementation of relevant programs involves considerable departures from the old patterns of activity. It requires cooperation between the community and the educational institutions, and between various government and private agencies engaged in developmental activities and the educational institutions. Sharing of resources and facilities, as also of work force, is needed. In the opinion of The National Commission, the concept of relevance requires both linkages of education with socio-economic activities and enhanced resources for the implementation of the new form and content of education. However, in such a case, education would enhance productivity in the widest sense and prepare work force for new activities, promote technological development and solve problems of application thus generating new resources. It is, therefore, natural and most reasonable to propose that a percentage of plan allocation of each Ministry or Department must be earmarked for corresponding needs of work force and scientific and, technological development. These allocations should be pooled and channel zed for various levels and types of education with a good share going to higher education, which would then be able to fulfill specific expectations of various sectors, of the economy. It would be natural under the circumstances to include more experts from the development departments in the framing of educational programs. The National Commission is of the view that, unless such an approach is adopted. Education as a whole and higher education particularly will not get the linkages and the resources to play its potential and vital role in national advancement.

#### CONCLUSION:-

In the new perspective of development of Indian society, there are numerous concomitant tasks and responsibilities of education towards society and vice versa. There are many things to be done now, it is the teacher who plays the crucial role. He is an instrument of educational change as much as education is an instrument of social change and national development. If the teacher is not inspired, but is frustrated, if he is not given the encouragement to perform his role and is in fact, neglected or deprived even of the fundamental necessities, then we cannot expect from him a human or a professional role, which is appropriate to current needs. In fact, in the negative sense, harried and frustrated teachers may become overly conscious of their personal or group needs and oblivious to the needs and call of the society around. Such teachers may not only shun their duties, but may do many other things to mis-educate or misguide the young people, thereby multiplying the problems of the society, and particularly a democratic society. The National Commission on Teachers in Higher Education would therefore make a fervent plea on the one hand to the Government to appreciate how potent the teacher is in engineering social change and hence to provide him status, encouragement and resources for the purpose, and on the other, to the teachers to open their minds and hearts to the new possibilities, and to discharge their responsibilities with an urgent sense of social purpose.

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