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CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION :-

"The aim of higher education is not to produce people, who loiter for jobs but to produce responsible citizens".

- Sardar Patel.

Education is one of the most important factor in achieving the development goals of the country. It is the key to National development. A nation is shaped by the number and equality of students coming out of schools and colleges.

Higher education is of great significance for the all round development of a country, especially in a developing country, like India. The institutes of higher education can act as bridges between the community and the government and serve the nation in generating creative ideas and creative people. In sum, education is a unique investment in the present and the future.

A very large number of universities, colleges, educational institutions over continue to be in the grip of students unrest, which points to a faulty system of education. In today's competitive world, higher education is playing the important role in every sector. The role of higher education has been increasing for several reasons. We are entering into 21st century. Therefore, it is worth understanding the prospects of the next century. The new information technologies are emerging and hence the sources of higher education need to be drastically changed. The higher education in 21st century should help in enriching the human beings and overall personality

development.

According to the Duke of Edinburgh, “Higher education ought to produce the complete man, and the complete man is one who possesses a specialised knowledge of any branch of learning along with an awareness of human obligations. In other words, he should be good in his profession and at the same time be an ideal citizen. His thinking should be rational and object and he should have the ability to be having in a reasonable manner.” Sir Richard Livingstone suggests that higher education should aim at producing first rate man. In short, the aim of higher education is the professional, intellectual and moral training of an individual. Einstein thinks that the aim of higher education is the training of independently acting and thinking individuals who, however, see in the service of community their highest life problem. All these ideas show the essentialness, importance and system of higher education. Those ideas show the demands of every nation by higher education. Thus the purpose of higher education is very important element in developing nations.

Higher education is a basic requirement of industries, laboratories, administration and universities. Higher education helps to solve social and human problems of the every country and world. “Acharya Ramamurti committee”, recommended higher education, because only the higher educated persons can do challenging work. So higher education is most important to next competitive century. Higher education aims at the development both of body and mind and prepares us to meet the challenges. To build character is another aim of higher education.

Sargent Report of 1944, the Radhakrishnan Commission of 1949, The Sampurnannda Committees Report of 1962 and Education Commission Committee Report of 1966 have recommended the development of higher

education. Those commissions and reports show the essential requirements of higher education to our country. Atleast, higher education provides many facilities and benefits to every country.

Kisan Veer Mahavidyalaya, Wai is a one of the educational institutions in educational field. It has been playing significant role in social, economical and rural areas after its establishment. Kisan Veer Mahavidyalaya is responsible for educational improvement and educational expansion. This college provides all educational facilities and resources to Urban and Rural students. Today, Kisan Veer Mahavidyalaya is playing significant role in educational field of Wai, Mahabaleshwar and Khandala taluka's.

1.2 OBJECTIVES OF HIGHER EDUCATION :-

- 1) The higher education is indispensable due to rapid rate of technological and social changes, the introduction of automation, intensive market competition, increase in transportation and complexity in business and all sectors.
- 2) Higher education seeks and cultivates new knowledge to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries.
- 3) Higher education provides society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose.
- 4) Higher education fosters in the teachers and students, and through them in society generally, the attitudes and values needed for developing the 'good life' in individuals and society.
- 5) To protect and develop the humanity, intelligence and truth with higher education.
- 6) Higher education must learn to serve as the conscience of the nation, and from this point of view it should encourage individuality, variety and dissent, within a climate of tolerance.
- 7) To make available the capable leadership in all fields of life.
- 8) By selecting promising youth, to develop their latent capabilities in them and by developing their psychological strength to develop balanced likings, tendency and intellectual values.
- 9) Efforts must be made to give the society what it needs than

what it wants.

10) Clinical observation of national life style studying and evaluating the social process with the help of higher education.

11) With the help of higher education awareness must be created in students and teachers to handle social situation and problems.

1.3 CHALLENGES BEFORE HIGHER EDUCATION :-

The Indian system of higher education is one of the largest in the world. Today, we have many universities and colleges and nearly 5 million students. In most of the colleges, the system is expanding year after year with an average strength of more than 1500 students per college. For such a large number of students, emphasis has to be laid on the socio-economic well being, competence and creativity of the individual which encompasses

- 1) Physical, intellectual and aesthetic development of personality.
- 2) Inculcation of scientific temper and democratic, moral and spiritual values,
- 3) Development of self confidence to innovate and face unfamiliar situations.
- 4) Creation of the awareness of the physical, social, technological and ecological environment.
- 5) Fostering a healthy attitude of labour and hard work.
- 6) A commitment to principles of secularism and social justice.
- 7) Dedication to uphold the integrity, honor and foster the development of the country.
- 8) Promotion of international understanding.

1.4 STATE OF HIGHER EDUCATION IN INDIA :-

Higher education in India has expanded since independence in the form of increase in number of colleges, universities and centers of higher learning and in the increase in the number of students as well as courses. The growth has however, not been uniform. There is large disparity in the quality of education imparted by various institutions. A limited number of them are offering excellent services to the nation, where as others are mediocre or average. Undoubtedly has met some of the envisaged goals by providing education to a large section of students living in rural and urban areas and creating employment opportunities for them.

After getting higher and quality education in India, a large number of students have gone to different parts of the world for, higher education or for jobs. This outflow in the beginning has been mainly from IIT's, central universities and institutions of national repute. But later on more universities registered themselves in this list from where students went abroad. On the other hand, India is becoming a country of choice for education for students from other countries, mainly from developing and underdeveloped ones. Globalisation of education has come with high expectation on quality of the education imported.

Acceptance of trained manpower from India mainly from reputed universities and institutions in science and technology at foreign universities may be an indicator for the quality of education provided by our universities and institutions.

Globalization has added one more dimensions to our higher education, i.e. the need for providing quality education and producing qualified graduates who can work in multiracial and multicultural environment.

Entry of private institutions into the educational science has also put stress on the quality of education, giving more choices for the aspirants. The positive side of it may be in the form of freedom to appoint quality teachers, minimisation of bureaucracy and providing better facilities for education. However, exploitation of teachers and employees may be inevitable. In this era of privatizing and profit making task, government seems to be in a mood to cut down budget on higher education. Privatization probably on inevitable reality in the ‘business’ of education has also created a mindset to look at input and output in terms of money.

1.5 PRESENT SCENARIO OF HIGHER EDUCATION :-

Earlier the centrally planned economy with a dominating public sector addressed itself to the needs of the country. The social welfare education, too was designed and structured to achieve these ideals, and so policy of ‘mass education’ was adopted. As a result the present education scenario is gloomy and disappointing as it faces many challenges, namely -

- I) ‘Education explosion’ with the result that quantitative expansion in education at the cost of qualitative education.
- II) Swelling enrolment of students without taking into account the infrastructure and other facilities.
- III) Outdated curricula and lack of restructuring and updating according to the changing needs of the society, and so education has become socially and economically irrelevant.
- IV) Old and worn out examination and evaluation system, and so deterioration of education standard.
- V) No link between degree and job.
- VI) Failure to reconcile equality and excellence.
- VII) Scarcity of committed teachers and diminution in the motivation of students.
- VIII) Students unrest and political interference.
- IX) Crisis of character.

1.5.1 Economic liberalization and its implication on higher education :-

The economic reforms have brought new challenges to the institutions of higher education. How the institution of higher education will re-

spond to the future needs at the economy in the light of changing national and global economy ? Whether our present system of education is capable of meeting these new challenges ? How do we approach to make necessary changes in our present system ?

1.5.2 Planning for future action :-

The responsibility of institutions of higher education in the context of changing scenario is not importing general and technical education but also to forecast the future need of the economy, and develop operational model by making necessary changes in the courses of study and curriculum. This requires estimation of prevailing situation and forecasting of future economic and technological development.

1.6 SIGNIFICANCE OF THE STUDY :-

It is felt that study would help the educational institutions for improving the administrative, financial, organisation and management systems. This study will suggest the solutions of above departmental problems. The study will provide the information in operational and financial aspects of the Kisan Veer Mahavidyalaya. This study will also help in knowing the development of the Mahavidyalaya in various fields.

1.7 OBJECTIVES OF THE STUDY :-

The aim and objectives of the study are as follows :-

- 1) To Study the role of higher education in India and Maharashtra and the present position of higher education.
- 2) To know the history and development of Kisan Veer Mahavidyalaya, Wai.
- 3) To study quantitative and qualitative growth of Kisan Veer Mahavidyalaya.
- 4) To study the financial aspects of Kisan Veer Mahavidyalaya.
- 5) To highlight the role of Kisan Veer Mahavidyalaya in Social and economic development.
- 6) To study the achievements made by the Mahavidyalaya in various fields.
- 7) To give observations and suggestions.

1.8 SCOPE & LIMITATIONS OF THE STUDY :-

The proposed study will be limited to Kisan Veer Mahavidyalaya, Wai. The study is undertaken to know the importance of higher education and also to get acquainted with the history and development of Kisan Veer Mahavidyalaya, Wai.

1.9 RESEARCH METHODOLOGY :-

The present study is concerned with the growth and development of Kisan Veer Mahavidyalaya, Wai. So the required data for the study have been collected from documentary sources as well as field sources.

Following methods of data collection were used by the researcher.

I) Primary Data :-

The primary data was collected from the primary sources with reference to various aspects. The primary data will be collected with the help of observation and by conducting oral interviews from the teaching and non-teaching staff, and others concerned with the development of the Mahavidyalaya.

II) Secondary Data :-

The secondary data will be collected from ‘Krishnai’ annual journals for the period 1963-64 to 1999-2000, articles, registers of the Mahavidyalaya and surveys, studies etc., published or unpublished.

II) Analysis of Data :-

The information facts and figures will be classified, analysed and interpreted with the help of tables, graphs and maps. A case study method is used for the purpose of research work.

1.10 STATEMENT OF THE GROWTH AND DEVELOPMENT :-

The present topic entitled, “Growth & Development of An educational institution - A profile of Kisan Veer Mahavidyalaya, Wai”, has been taken up for the study, so as to understand the development and growth of the Kisan Veer Mahavidyalaya, Wai.

1.11 ARRANGEMENT OF CHAPTERS :-

The present study is divided into seven chapters.

The first chapter is the introduction, which includes introduction, objectives, challenges, state and emerging scenario of higher education. Another topic is significance, objectives, scope and limitation, research methodology, statement of growth and development and arrangements of chapters.

The second chapter is the history and development of Kisan Veer Mahavidyalaya, Wai. It includes history and development of educational institutions before independence and after independence period in India. History and development of educational institutions in Maharashtra and Satara District. It includes the historical background of Kisan Veer Mahavidyalaya.

Third chapter is the role of Kisan Veer Mahavidyalaya in socio-economic development.

The fourth chapter is quantitative and qualitative growth of Kisan Veer Mahavidyalaya, Wai. It includes strength of junior and senior Mahavidyalaya, comparison of junior and senior Mahavidyalaya and the staff of the college.

The fifth chapter deals with organisation and management aspects of Kisan Veer Mahavidyalaya. It covers the various departments and positions

with their duties, functions and responsibilities.

The sixth chapter is financial aspects of the Kisan Veer Mahavidyalaya. It includes the grants, fees and fines, miscellaneous incomes, pay and allowances, establishment expense, miscellaneous expenses and depreciation funds of Mahavidyalaya.

The seventh and the last chapter gives the observations. On the basis of the present study some suggestions for the development of Mahavidyalaya are given at the end.

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