

**TERTIARY EDUCATION AND NATIONAL EDUCATION POLICY****Satyendra Singh Chahar, Ph. D.***Assistant Professor- Education, LSSSS Govt Coll Mant, MATHURA***Abstract**

The formal education system is developed by the society so as to play a role in human resource development. It uses certain proportion of society's human and non-human resources and helps in national development. Thus, a country's budget provides for expenditure on different sectors of education. In order to enhance the level of economic development of a country, technical advancement and indigenous researches are equally important which are possible only through the system of higher education. authorities identify the needs of each college based on its location effectively; ii) allocate resources according to the needs, that is, more resources should be allotted to rural areas; iii) authorities can have a check over the expenditure of institutions, so that the money spent on education is utilised optimally and on academic activities. iv) the Government and college administration should pay more attention to staff development programmes through an integral approach, where staff development is an essential component which relates to the needs of the teachers and the institutions. These staff development programmes could include induction programmes for new teachers, refresher courses aimed at updating subject knowledge and keeping pace with new teaching methods and techniques, team development programmes, relationship training programmes and management training programmes for college principals, and heads of departments.

Key Words: *Tertiary Education, Gurukul Pattern, Social Justice, NEP (New Education Policy)*



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INTRODUCTION: Ancient education system was based on the Gurukul pattern, which was run by Gurus in their ashrams. Tertiary Education (Higher education) is a prominent feature of Buddhist education during which great universities like Nalanda and Takshashila were established. In the Muslim period, makhtabs and madarsa were established for education and were looked after by Mullahas and Maulvis. The British period or pre-independence period came up with the idea of 'University' for higher education. Today's higher education system is based on the British system. The first university was established in India by the British government in 1857. Thus, the development of university in India is only 143 years old.

In the post-independence period, the first education commission was appointed in 1948, under the Chairmanship of Dr. S. Radhakrishnan, to give recommendations on various

aspects of university education. Report of this committee submitted on 25th August 1949 focused on the aims of university education such as :

1. Development of leadership in politics, administration, industry and commerce along with the intellect in civilization.
2. Development of citizens for democracy.
3. Development of cultural heritage along with modern technology.
4. Spiritual development of individuals who love peace and independence along with sympathy towards disadvantaged classes of the society.
5. Identification and development of innate qualities of persons along with mental as well as physical development.

The Mudaliar Commission (1952-53) was appointed to report on the position of secondary education which is directly linked with higher education.

The Committee on Model Act for Universities (1961-62) was appointed in 1961 to frame the flexibility in the constitution of universities. It has given recommendations about the administrative staff and infrastructural facilities in the university.

The Kothari Commission (1964-66) advised the government on the national pattern of education and general principles and policies for the development of education at all stages and in all aspects. For the improvement of higher education the Commission recommended the functions of the universities as follows:

- *Cultivation of new knowledge according to the needs.
- *Development of the right kind of leadership with cultivating right interests, attitudes, intellectual and moral values along with physical fitness.
- *To promote equality and social justice, and reduce cultural and social differences.
- *Symbiotic development of teaching and research.

The programs of high priority were :

- Improvement in the quality and standards of higher education and research.
- Improvement of university organization and administration.
- Expansion of higher education to meet the manpower for national development.

The National Policy on Education (NPE) (1986) emphasized on :

- *Controlling degradation of higher education system.
- *Consolidation of facilities of higher education institution.
- *Establishment of autonomous colleges, extension of institutions and flexibility in combination of courses.

*Regulation of admission according to capacity, development of curriculum, research facilities, open universities.

*Steps to be taken for delinking of degrees from jobs and consolidation of rural universities.

*Development of facilities to study Sanskrit and classical languages.

AIMS OF THE STUDY:

In order to study the efficiency of tertiary education the following broad aims were *identified*.

1. To study the efficiency of tertiary education.
2. To study students' and teachers' expectations of tertiary education.
3. To study the Applicability of National Education Policy.
4. To analyze the data given by Opinions of Teachers on their career aspirations, failure educational plans, leisure-time activities and opinions on coaching classes.
5. To analyze the strengths and weaknesses of college education as perceived by students and teachers.
6. To analyze the suggestions given by Opinions of teachers to improve the quality of tertiary education.

SIGNIFICANCE OF THE STUDY:

The present study will be useful to college authorities in order to determine the utilitarian value of different faculties, that is. Arts, Commerce and Science. These faculties are expected to play an important role in developing individuals as responsible citizens of the country. This in turn may give rise to necessary suggestions about the strategies to be developed to improve the quality of the arts, commerce and science faculties. Besides this, since the society is financing the education, the field of education is accountable to the society. The study may be helpful in providing the feedback to the economic and education sectors as well as to the society at large. It may be helpful to policy planners for taking decisions on allocation of resources.

A study of private cost is equally important as an individual spends time, money and energy to acquire a degree. The expenditure incurred by an individual on education depends on his/her socio-economic status. This information is essential for proper planning of education in general and public expenditure in particular, in order to determine the fee-structure and financing public education.

Besides, the efficiency, the effectiveness of the college education as perceived by students and teachers is also studied, which might help to understand their expectations from college education.

Research Methodology :

In this study the analytical research methodology has been adopted in order to explore the depth and breadth of domestic violence against women. Personal interviews are held to collect primary data , with the help of direct interview schedule. In the District Mathura, Uttar Pradesh ,100 students and 100 degree teachers are selected randomly for the purpose.. And for secondary data, different research papers ,journals policy reports and government reports are consulted.

DATA ANALYSIS AND DISCUSSION:

The primary data collected with the help of organized questionnaire made on the basis of pilot survey is concluded through the given tables. Table 1 concludes the knowledge of the respondents about education and national education policies and Table 2 concludes the responses against related questions of the questionnaire.

Table :1 – Responses “ if the responds know about tertiary education and national education policies related to it ”

S. No.	Type of knowledge	Number of respondents	No of degree teachers	No of students	Percentage of frequency
1	Have partial knowledge	129	75(37.5%)	54(27.0%)	64.5%
2	Have no knowledge	36	14(07.0%)	22(11.0%)	18.0%
3	Have good level of knowledge	35	17(11.0%)	18(11.0%)	17.5%
	Total	200	106(53.0%)	94(47.0%)	100.0%

Table : 2 - Responses of targets for various questions -

S. No	Related Questions	Frequencies						Total / Percentage
		No of degree teachers			No of students			
		yes	no	neutral	yes	no	neutral	
1	Do the national education policies favor upliftment of job oriented education ?	76 38%	24 12%	00 0.0%	72 36%	26 13.0%	02 1.0%	200(100%)
2	The national education policies are able to achieve their goals.	69 34.5%	21 10.5%	10 05.0%	71 35.5%	22 11%	07 3.5%	200(100%)
3	New education policies are in favor of student and teacher welfare?	81 40.5%	17 8.5%	02 1.0%	77 38.5%	23 11.5%	00 0.0%	200(100%)

4.	The national education policies needs some more amendments.	85 42.5 %	12 06.0 %	03 01.5%	88 44%	11 5.5%	01 0.5%	200(100%)
5.	Technical advancement and the lack of basic needs are the main hindrances to achieve the goals of national education policies, completely.	90 45%	10 05%	00 00%	96 48%	04 02%	00 00%	200(100%)

Conclusion and Results:

By the analysis of the above tables it is found that 76 (38%) teachers and 72 (36%) students accepted that the national education policies favor the upliftment of job oriented education. 69 (34.5%) teachers and 71 (35.5%) students accepted that The national education policies are able to achieve their goals. 81(40.5%) teachers and 77(38.5%) students consider that New education policies are in favor of student and teacher welfare. More than 90% teachers and students (both) Technical advancement and the lack of basic needs; such as availability of internet, lack of knowledge and updates with advanced technologies ; are the main hindrances to achieve the goals of national education policies completely and it needs some more amendments. Education is identified as one of the most effective instruments to meet various individual, social, economic, political, technological and cultural challenges. Education is expected to provide strength to individual and societal development directly as well as indirectly. The role of education in economic growth has both qualitative and quantitative dimensions. Education provides people with various skills required in the society at various sectors. The quality of human resources can be improved by providing necessary skills, attitudes, knowledge and capacities to people in the society. It is a fact that investment in human capital formation of a country plays a crucial role in raising the level of efficiency and productivity of human beings. An institution can make tertiary education efficient by improving teaching-learning process. It is possible if more attention is paid to –

- i) make teaching-learning more interactive.
- ii) make teaching-learning process vibrant and updated with computer knowledge among teachers and students .
- iii) make the process more student-oriented.
- iv) make the policies convenient to the teachers by providing them latest technological aids for smart class teachings.

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