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VISIONS OF SOCIAL CHANGE IN INDIA

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- Idea of development planning and mixed economy.
 - Construction, law and social change.
 - Education and social change.
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IDEA OF DEVELOPMENT PLANNING AND MIXED ECONOMY

Planning is commitment to concentrated actions. It is adjustment of social institutions to new social, economic and political conditions. It is not necessarily rational because it is not always guided by reliable scientific information. For example, in India, if for eliminating poverty, emphasis is laid only on increase in production and the issue of control over population explosions completely neglected, how could it be called rational planning? Planning aims at:

- Change in social organization, and
- Community welfare like improving educational facilities, increasing employment opportunities, doing away with evil social practices, etc.
- prior determination of objectives and proclamation of values;
- concreteness, that is, laying down concrete details of its subject-matter, and
- Co-ordination of diversified skills and diversified professional training. For the success of a plan, it is necessary that,
- plan must stem from the people themselves,
- people's participation is extremely necessary,
- initiative for implementing the plan is to be taken not by the planners but by the activists in different walks of life,
- priorities have to be decided in advance, and
- Arbitration in decision-making must be by a person who has technical knowledge and is a trained professional because he has the capability of visualizing alternative solutions.

Economic planning was advocated by M. Visveswaraya in the 1940s in India. The Indian National Congress appointed a National Planning Committee on the eve of the Second World War (1938-39) to frame an all India plan. But it was the Bombay Plan (known as Tata Birla Plan) which made people planning conscious in India. In 1944, the Department of Planning and Development was also created. However, at this stage, government plans were not concerned with definite economic targets. They were mainly concerned with issues like raising standard of living, increasing purchasing power of people, stabilizing agricultural prices, developing industries, removing wealth disparities and raising the level of backward classes.

After independence Indian Planning commission was set up to assess countries need of material capital and human resources and to formulate economic plan for their more blended and effective

publication. It incorporates virtues of both capitalism and socialism aiming at fostering free and faster growth of human personality. The Commission was to:

- Determine priorities,
- Plan balanced utilization of the country's resources.
- Make an assessment of the material, capital and human resources of the country,
- Assess the progress achieved from time to time and recommend readjustment.
- Identify factor which retard economic developments.
- to set up a socialist society based on equality and notice and absence.
- to reduce inequalities of income and wealth.
- To increase production to the maximum possible extent so as to achieve higher level of national income.
- to achieve full employment.

Since its inception, Planning Commission has so far prepared Five Year Plans, each focusing on different objectives, say, family planning, increasing employment opportunities, increasing annual national income by 5 per cent to 7 per cent, growth of basic industries (like, steel, power, chemicals), maximum use of manpower resources, decentralization of economic power, reducing inequalities in income distribution, achieving social justice with equality, and so on. It could be said that the central objective of planning in India has been to raise the standard of living of the people and to open out to them opportunities for a richer and more varied life.

Economic Planning for Removal of Poverty

- **Rapid economic growth** : Rise in GNP, rise in GDP, improvement in quality of life, will ultimately lead to reduction of poverty. Fourth plan onward 'Garibi Hatao' and 'Growth with justice'. Focus on raising living standard of the people.

- **Increase in employment** : Assumed inherent in economic growth through increase in investment irrespective of choice of technique. Economic Planning for Social Change
- **Reduction of inequality of incomes** : Two aspect equality in the result of traditional semi-feudal social formation and large disparities between rural and urban incomes.
- **Establishment of a socialist society** : Inclusive of social and economic democracy –availability of opportunities for large masses of people irrespective of whether they are rich or poor - Economic Planning and Democratic Socialism
- Faith in democratic values for the enrichment of individual and common man's life for self expression.
- A socialist society aims at the removal of poverty and the provision of a national minimum income.
- A socialist economic aims at the reduction of inequalities of income and wealth, through redistribution of income.
- A socialist economy aims at the provision of equal opportunities for all through provision of gainful employment for every able bodied citizen-raising investment level – expansion of rural industry along with urban
- Faith in mixed economy
- A socialist economy endeavours to check concentration of economic power and the growth of monopolistic tendencies through: - extension of the public sector into fields requiring establishment of large scale units and heavy investment.
- widening of opportunities for new entrants
- setting up SMEs and cooperatives as well
- effective exercise of government power of control and regulation and use of appropriate fiscal measures.

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- The basic criterion of economic decisions in a socialist economy is not private profit but social gain.
- State controlled the commanding height of the economy through the public sector.
- Calls for following changes -
- Employment-oriented planning to replace production-oriented planning
- Agriculture and employment potential of farm machinery

Nehru Mahalanobis Strategy of Planning

- Emphasized on development of basic industries so as to achieve long term goal of development.
- A high rate of saving so as to boost investment
- Opted for protectionist path so as to safeguard infant industry.
- Encourage import substitution to achieve self-reliance.
- Aimed at enlargement of opportunities for less privileged section of the society
- Assumed agriculture, light industries, private sector export to play supplemental role of so as not to limit the industrial progress.

Gandhian Model of Planning: Tried by Janta Government 1978-83.

- Basic objective of the Gandhian model is to raise the material as well as the cultural level of the Indian masses so as to provide basic standard of life.
- Aims to reform in agriculture so as to attain food-self sufficiency, and maximum regional self-sufficiency in food.
- Laid special emphasis on dairy farming as an occupation and as an auxiliary occupation to agriculture.
- Attainment of self-sufficiency in village communities requiring rehabilitation, development and expansion of cottage industries along side agriculture.
- Recognizes the need for development of certain selected and key industries in India especially defence, hydro-electricity, thermal-power generation, mines, metallurgy machinery and machine tools, heavy engineering and heavy chemicals.

- Equitable distribution through decentralized small scale production
- In Gandhian Model distribution tackled at production end, not at consumption end.

LPG Model of or Narsimha-Manmohan Model of Planning

- Areas hitherto reserved for public sector were opened to private sector
- Government removed certain shackles to facilitate private investment, say removing license approval for establishing industrial units
- Abolishing the threshold limits of assets in respect of MRTP
- To facilitate FDI government decided to grant approval for FDI up to 51% in high priority areas
- Chronically sick PSU referred to BIFR for the formulation of revival/rehabilitation scheme along with social security mechanism for displaced workers
- Greater autonomy given to PSU managements and the boards of PSUs were made professional
- Economic opened to other countries to encourage exports

CRITICISM OF LPG MODEL

- Very narrow focus as corporate sector account for only 10% of GDP
- Bypasses agriculture and agro-based industries which are major source of employment
- Danger of labour displacement in light of larger role for MNCs
- Import window appeared too wide so as to invite larger trade gap

- Emphasis on capital intensive industries in light of growth of labour force at 2.2% per annum.

MIXED ECONOMY AND PLANNING

Three features:

- Positive economic role of state
- Co-existence role of state
- Combined features of capitalism and socialism

Planning Process in Mixed Economy :

- The mixed economy was necessarily a planned economy so as to reconcile conflict of self-interest and social gain so that they subserve national interest
- **Success of planning in mixed economy hinges on –**
- To what extent public sector able to pursue the socially determined goal.
- To what extent is the state able to guide the private sector to follow the socially determined goals?
- To what extent is the state able to check the distortions in investment? Decisions arising out of private sector interest going against the public sector.

Government's effort in this direction :

- deliberate promotion of defence, heavy and basic industry though larger resource allocation by the state.
- Allocation of substantial portion of investment in creation of economic infrastructure in farm and irrigation work etc.
- State control over financial institutions to direct invest in socially desirable channels
- Setting up of MRTP Commission
- use of rationing and price control of essential commodities so as to ensure availability to weaker section of society.
- Undertaking of special programmes to help the education and training of socially disadvantaged people.

Distortions in Planning Process :

- The profit motive and the acquisitive spirit of the private sector on the one side and the inefficiency of the public sector on the other have resulted in serious distortion. The main distortions are :
- Distortion of production structure due to persistence of inequality
- Growth of unemployment due to failure to control rapid growth of population and emphasis on capital intensive production.
- Failure of state to check concentration of economic power
- Emergence of black economy or parallel economy in India
- Failure to check the increase in prices
- Failure to bring about a redistribution of income.
- Failure of planning process to significantly reduce the proportion of people below poverty line.
- If we make an appraisal of all the eight completed, we find that all our plans have been oriented towards something, sometimes self-reliance in agricultural production, sometimes employment, sometimes industrial growth, and so on. But poverty and unemployment have invariably increased. During the period of 48 years, the average rate of economic growth has been 3.5 per cent. During 1951-1998, our annual national income had increased by about 3.5 per cent, agricultural production by 2.7 per cent, industrial production by 6.1 per cent, and the per capita consumption by 1.1 per cent. Though the government claimed that the number of people below the poverty line came down to 33 per cent in 1998 yet we cannot concede that poverty has decreased. No wonder, more people feel frustrated today and the number of agitations is increasing every year.
- According to **Ronald Lippit** for success of a plan certain strategies have to be put into practice

- development proposals and procedures should be mutually consistent,
- goals of development must be stated in terms that have positive value to the community,
- planners must have a thorough knowledge of the beliefs and values of the community's culture,
- development must take the whole community into account,
- community must be an active partner in the development process, and
- Communication and coordination between various agencies of development is essential.

CONSTITUTION LAW AND SOCIAL CHANGE

History is full of examples where laws have been used to bring about changes in society. Laws have been created to achieve desired goals. It is not only articulates but also sets the course for major social changes. In fact, attempted social change through law is an important feature of the modern world. This is visible in almost all developed and developing societies. The changes that have occurred with the transformation of Western capitalist societies and the emergence of Soviet type societies have essentially been through laws. For example, the Soviet Union and several east European countries have successfully made large scale social changes through laws. Income redistribution, nationalization of industries, land reforms and provision of free education are examples of the effectiveness of law to initiate change.

- A distinction is made between direct and indirect aspects of law in social change.
- In many cases law interacts directly with social institutions and brings about obvious changes. For instance, a law prohibiting polygamy has a direct influence on society. It alters the behaviour of individuals.
- On the other hand, laws play an indirect role also by shaping various social institutions which in turn have a direct impact of society.

The most appropriate example is the system of compulsory education which enables the functioning of educational institutions, which in turn leads of social change.

- However, such a distinction is not absolute but a relative one. Sometime, emphasis is on the direct aspect and less on the indirect impact of social change, while in other cases the opposite may be true.
- There is another way of examining the role of law in social change.
- Law redefines the normative order and creates the possibility of new forms of social institutions. It provides formal facilities and extends rights to individuals. In India, for example, law against untouchability has not only prohibited the inhuman practice but has also given formal rights to those who suffered from such disabilities to protest against it. In this sense, law not only codifies certain customs and morals, but also modifies the behaviour and values existing in a particular society.
- Thus, law entails two interrelated processes: the institutionalization and the internalization of patterns of behaviour. Institutionalization of a pattern of behaviour means the creation of norms with provisions for its enforcement. Internalization of patterns of behaviour, on the other hand, means the incorporation and acceptance of values implicit in a law. When the institutionalization process is successful, it in turn facilitates the internalization of attitudes and beliefs.

In ancient India, no universal legal system based on the principle of equality existed. In ancient India there was a close connection between law and religion. A rule of law was not different from a rule of religion. It was maintained that all laws were contained in the Dharmashastra. The legal system was primarily based on the social position of castes and classes. No uniform standards were applied in providing justice to people. There was no uniform legal norm at an

all-India level. Local customs and regional practices defined and determined these norms. Another important feature of the ancient legal system was its orientation towards the group. Legal norm applied more to the group as an unit rather than to the individual. This characteristic of legal system continued even during the medieval period.

During the British rule radical transformation took place in the legal and judicial systems of the country. The British introduced numerous changes in the traditional legal system. The new legal system was based on the principle of universalism. The notion of equality before law was recognized and received legal sanction. Law courts were established at different levels. The enactment of the Indian Penal Code and the Codes of Civil and Criminal Procedure produced a strong system of judicial administration. This legal system was, however, not confined to criminal justice alone. It even brought domestic and personal life of the people under its purview. Several social legislations came into operation which covered areas like collective bargaining, social security and employment contract. A continuous rationalization of law was introduced by codification of customary law. It increased the separation of law from religion.

Moreover, some legislation in relation to prevailing conservative and orthodox social practices were also passed during the colonial period which acted towards social reform. Indian society in the nineteenth century was under the grip of inhuman customs and practices. Untouchability was practiced throughout the country. The position of women was most degrading. Child marriage, widowhood and the cruel practice of sati put women to life long misery and humiliation. These inhuman practices were, however, challenged by social reformers and the British Indian Government responded by enacting several social legislations.

- The practice of sati (widow burning) was declared illegal in 1829.
- The Hindu Widow Remarriage Act of 1856 legalized the remarriage of the Hindu widows.

- When the members of the Brahma Samaj in Bengal started facing problem in marriage, a Native Marriage Act was passed in 1872. The Brahmos claimed that they did not belong to any religious groups in India. This Act worked like a civil marriage law under which people outside any religious fold could marry.
- Another important legislation linked with marriage was the Age of Consent Act of 1891. The Act prohibited the performance of marriage for girls below the age of twelve.
- During the closing years of the nineteenth century, besides personal laws, several other laws relating to land and industry were also enacted.
- The Factory Act of 1881 addressed the issue of the welfare of factory workers.
- The Bengal Tenancy Act of 1885 introduced reforms in land tenure system.
- The Press Act of 1878 was a landmark in the field of mass communication.
- These legislations not only advanced the cause of cultural change but also contributed towards transformation of the agrarian structure.
- The nature and extent of social change in India has been influenced largely by radical social legislation introduced after the independence. They pertain to subjects ranging from economy, policy, family and inheritance. Legislations impact upon every aspect of people's lives. The number of legislation enacted after the independence is, however, so large that all of them cannot be discussed here. Therefore, we have selected only some important legislations to highlight their role in social change.
- Laws have been passed to eradicate social evils. Under Article 17 of the Indian Constitution, untouchability is prohibited and its practice in any form is made punishable. A comprehensive legislation called the Untouchability (Offences) Act, 1955 was

passed later. This Act was further amended as the Protection of Civil Rights Act in 1976. According to this Act, an untouchable (Scheduled Caste) has access to all public places including places of worship. Though this legislation has not been fully able to eradicate the practice of untouchability, it has definitely attacked caste prejudice.

- Similarly, a number of laws have been enacted for the upliftment of women and children. These Acts have brought about a perceptible improvement in their position in society. The Special Marriage Act of 1954, the Hindu Marriage Act of 1955, the Hindu Succession Act of 1956 and the Dowry Prohibition Act of 1956 and the Dowry Prohibition Act of 1961 have initiated changes in the very structure of Hindu society.
- Most of these legislations have further been amended to accommodate more radical and relevant issues. For example, the Hindu Marriage Act of 1955 was amended in 1976 to provide the right to girl to deny marriage before attaining puberty. In fact the original Act itself was radical because it enforces monogamy and permitted divorce among the Hindus. The Dowry Prohibition Act of 1961 was also amended in 1984 that made cruelty towards women a cognizable offence.
- The socio-economic changes that have been brought about through legislations have created a favourable situation regarding the status of women.
- A number of legislations have also been passed to safeguard and protect the rights of children. Some of them are the Hindu Adoption and Maintenance Act, 1956, the Child Labour (Prohibition and Regulation) Act, 1986, the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Protection) Act, 1996, the Juvenile Justice Act, 2000 and so on.
- The role of legislation in transforming the socio-economic condition of tribals even more

explicit. We may throw light on this issue by citing the example of north-eastern India, which is home to a large number of tribals. The tribal communities of this region have experienced remarkable changes in their traditional economy, cultural life and political systems.

- The safeguards provided to tribals in the states of Assam, Meghalaya, Tripura and Mizoram under the Sixth Schedule of the Constitution of India have facilitated numerous programmes for administration development.
- Special provisions under Article 371A of the Constitution have been made for the State of Nagaland to safeguard the cultural identity of the Nagas. The State Governments have passed several legislation which have ushered changes along with preserving their identity.
- The Autonomous District Councils established under the provisions of the Sixth Schedule have been given wide power to maintain control over the tribal land. The Land Transfer Act of 1971 passed by the Meghalaya State Legislature has almost stopped the process of land alienation.
- Likewise, the Lushai Hills District (Acquisition of Chief's Right) Act, 1954 abolished the age-old system of chieftainship among the Mizos as the people themselves demanded it.

The Constitution of India aimed at securing justice liberty and equality to all to constitute the country into a socialist, secular and democratic republic

- Provide rule of law
- Acc to DPSP enshrined in the commit-state assumed the responsibility of securing adequate means and livelihood to all its times
 - A proper distribution of the material resources
 - Preventing concentration of wealth to the common detriment. The aim is to build up a social order which stands for welfare of all sections of society.

- The resonances of these commitments employing removal of poverty has permeated into all the Five Year Plans in a tacit or categorical term.
- Concludingly we can say that, in a democratic state like ours, legislation can be effectively used as an instrument of social change.

EDUCATION AND SOCIAL CHANGE

GROWTH OF EDUCATION IN INDIA : Education influences different domains of social life. It not only influences social change, but also acts as an agent of social change. Education engages itself in a much more positive action and can perform the function of an initiator of change. It inculcates in the younger generation whatever changes are desirable for rebuilding a society. Moreover, it cultivates necessary intellectual and emotional readiness to deal with challenges of change.

Education is an important instrument of modernization. Modern values in social, economic and political spheres have to be instilled in the minds of people to achieve the goal of modernization. Values such as equality, liberty, scientific temper, humanism and ideas against blind faith pave the way for modernization. This task can be effectively performed by education.

In ancient India education was provided by the family, kin group and society as a whole through participation in daily life. But, as the needs and activities increased in course of times, a more systematic means of instruction was introduced and a specialized occupational group of teachers was formed. The Brahmins acted as formal teachers and were repositories of knowledge and learning. Teaching centers functioned around individual scholars and the learning process also emphasized the role of each individual student. This system of education emphasized more on life than on instruction. Thus curricula varied from center to center. The transmission of religious ideas and the interpretation of Gurukula and Vidyalayas. However, this educational system was available only to small section of the

population that constituted the upper layers of the Varna hierarchy under the pressure of social and economic change.

Historically speaking modern education appeared in an India with the establishment of British rule. Initially, the British rulers supported traditional schools and encouraged their expansion and growth. But by the middle of the nineteenth century, the colonial policy changed and a decision was taken to introduce European literature and science in India. English was made the medium of instruction in the higher branches of learning. This policy concentrated on the education of the upper and middle classes. Little progress was made in establishing a suitable system of primary education. According to one estimate in 1881-82, 1 in 10 boys and 1 in 250 girls between the ages of 5 and 12 years attended schools. About 90 per cent of the populations were illiterate even in the early part of the twentieth century. The educational system thus not only maintained the gulf between the upper classes and the mass of the population but also increased it further.

There was significant limitation of the educational policy of the colonial period.

- Education was a priority given to higher education over primary education. The enrolment in colleges and universities increased at a higher rate than in schools.
- Modernization through education remained confined to the educated and elite groups that ordinary belonged to the upper castes. It hardly affected the mass of the population.
- However, the system of education introduced during the colonial rule had several good points.
- It gave a fundamentally different orientation to the educational system and laid foundation of modern education in India.
- Its content was liberal and modern. The teaching of several new branches of learning such as science, technology and medicine created an environment congenial for modernization.

- The structure of educational institution was developed on professional lines. This structure, which classified institutions under categories like primary schools, high schools, college and university, continued even after the Independence.

Education in India has achieved amazing success during the last fifty-five years. Its achievements, both in absolute and relative terms, have been remarkable. The fact becomes more visible when we compare the present situation with the one existing at the time of independence. We inherited an educational system which was largely unrelated to national needs and aspiration. It was quantitatively small and qualitatively poor. Only about 14 per cent of the country's population were literate. Only one child out of three had been enrolled in primary schools. In addition to low levels of enrolment and literacy, regional and gender disparities were also very apparent. The education system faced problems of expansion, stagnation and wastage. It lacked vocationalisation and had no relationship with the social and cultural needs of the Indian society.

After the independence, it was recognized that education formed a vital aspect of the modernization processes. Therefore, educational reform was accepted as an important agenda of national development. A comprehensive constitutional and policy framework was developed. The successive Five-Year Plans augmented the goal by launching several programmes of educational development.

We may assess the educational profile of India by first touching upon the literacy scene.

- In 1951, we had a literacy rate of 18.3 per cent which went up to 52.2 per cent in the 1991 census. The rate of literacy, according to the 2001 census, was 65.38 per cent.
- While the literacy rate in the case of the male was 75.85 per cent, it was 54.16 per cent in the case of the female. It is apparent from these figures that there has been unprecedented growth in the field of literacy in India.

- The female literacy rate has increased by 14.87 per cent as against 11.72 per cent in the case of males. Such a remarkable progress in the rate of literacy has primarily been due to two major factors. First, the government-sponsored national campaign for literacy which has made tremendous impact. As the scene has been decentralized, its accountability has increased. Second, the considerable involvement of Non-governmental Organization (NGOs) which have made the literacy campaign more flexible.
- The expansion and the consolidation of elementary education have been equally remarkable. Universalisation of Elementary Education (U.E.E.) has been accepted as a national goal. This programme envisages universal access, universal retention and universal achievement.
- Now, almost 94 per cent of country's rural population have primary schools within 1 km. At the upper primary stage 84 per cent of the rural population have schools within a distance of 3 kms.
- The enrolment at the primary stage has gone up from 42.60 per cent in 1950-51 to 94.90 per cent in 1999-2000. Similarly, the number of primary and upper primary schools has gone up from 2.23 lakh in 1950-51 to 8.39 lakh in 1999-2000 and the number of teachers in these schools from 6.24 lakh in 1999-2000.
- A new scheme called Sarva Shiksha Abhiyan (SSA) has been launched to pursue universal elementary education in mission mode. The goals of SSA are to send all children in the age groups of 6-14 to school by 2003 so that they complete five year of primary education by 2007 and complete eight year of schooling by 2010.
- Secondary education acts as a bridge between elementary and higher education. It prepares young persons of the age groups of 14-18 for entry into higher education. There

were 1.10 lakh secondary and senior secondary institutions in 1999 in the country. 272 lakh students were enrolled in these institutions, of which 101 lakh were girls. In 1999, there were 15.42 lakh teachers in these schools. The vocationalisation of secondary education has been implemented since 1998.

- The expansion of institutions of higher education has also been exceptional. On the eve of the independence the country had only 18 universities. Now there are 259. There are 11,089 colleges and 119 autonomous colleges. The growth of technical and professional institutions has been equally phenomenal. At present, there are 7000 teacher education colleges, 110 polytechnics, 600 management institutes, 550 engineering and technology colleges and 170 medical colleges.
- Apart from expansion and spread of education opportunities at different levels, special emphasis has been put to improve the status of women through education. It is believed that empowerment of women is a critical precondition for their participation in the development processes. Girl child has now become a target group. Similarly, educational development of the Scheduled Castes and the Scheduled Tribes has received added attention.
- The educational scenario presented above quite evidently looks impressive, but actual efforts have fallen far short of the goal. The National Policy on Education envisages that free and compulsory education should be provided to all children up to the age of 14 years. This target of universalizing elementary education is yet to be achieved.

Social Change brought about in the Indian society by the spread of education :

- The transition from 'class education' (education for a few) to 'mass education' (education for all) has widened the scope of unlimited entry into the educational system.

- The groups and communities who were deprived of access to education have now joined the national mainstream of development.
- It has not only disseminated universal values such as equality and humanism but it has also transmitted scientific world view. Education has been one of the most important factors in transforming the outlook and attitude of the people.
- **The quantitative expansion of education** has spread into every nook and corner of the country. It has shaken the age-old inertia and indifference towards education. The phenomenal growth of literacy and education among women is unprecedented. It has radically transformed their attitude and improved their status within and outside the families. Their economic contribution has also become conspicuous. The difference in attitude towards boys and girls is no longer prevalent as before. Such a change in society's attitude towards women's role has enabled them to enter spheres of occupational activities that were virtually closed to them.
- **As a result of the expansion of education**, the degree of mobility among the member of the Scheduled Castes and the Scheduled Tribes has considerably increased. The overall state of affairs, however, is not so encouraging in this respect. The problems associated with these disadvantaged groups have been so deep rooted that their solution requires overhauling of the social system itself. The national policy of providing equal opportunities as well as special opportunities to the underprivileged classes has begun giving positive results. Member of these communities have achieved considerable success in education. The rate of literacy has increased and the enrolment in primary and secondary schools has improved a great deal. Of course, their presence in higher education

is still very low. The upper castes continue to dominate almost all areas of higher education.

- It should be apparent by now that education has acted as a strange modernizing force in Indian society. It is changing the world view of the people. The growth of educational institutions based on the rational principle of science is itself an expression of modernization.
- Increasing urge for education among the deprived and the downtrodden reveals change in their levels of aspirations. It has given an additional responsibility to the education system. The education system till Independence catered to the needs of the upper and the middle classes. A momentous change has occurred in this situation after Independence. A large number of lower caste children have entered educational institutions at all levels. Their aspiration and abilities being different, a new orientation is necessary to find out their talents and capacity so that their educational needs can be fulfilled.
- Levels and the degree of mobility have also been influenced by education. Studies in India suggest that mobility at the level of caste generally operates in the socio-cultural domains and in respect of pollution and purity. Such changes are, however, reflected through changes in customs, practices, occupations, education and income of particular groups. Although these changes do not bring large scale change in the structure of stratification, some families or groups of families may raise their status within their own castes and in relation to some other castes. What we are trying to emphasize is that education has played an important role in effecting mobility at the individual level which is gradually spreading out to the group level.
- Increase in the number of caste-free occupations is thoroughly the result of educational progress in the country. Education is a major element in the honour

assigned to occupations. It plays a major role in determining what occupation one will achieve and, in turn, the level of one's income.

CRITIQUE

However, as we move away from the spectacular gains of education in India since Independence we are confronted with the problem which the Indian system of education is facing today. The problems of standard, content and the social purpose of education are basic to our system of education. Several sociologists like A.R. Desai S.C. Dube, M.S. Gore, K. Ahmad and A.B. Shah etc., have focused upon the issue of education as an instrument for social reconstruction and modernization.

- **Ahmad** has said that although formal education can play a vital role in 'ideational' change through transformation of knowledge, attitudes and values of the people, its effectiveness in bringing about structural changes in society is extremely limited. This is because of the linkages between the existing practices and procedures in education and vested interests.
- **Chitnis** has also pointed out the uneven functioning of education as an instrument of development.
- **A.R. Desai** too, has questioned the validity of education as an instrument of social change. His contention is that after independence, education has not been purposively geared to obtain the desired changes. He has criticized the policies and funding and financing of education to attain the goals of social mobility and equality. To support Desai, we can give the example of education of SCs, STs, women and the minorities which has failed in uplifting their status. The unemployment and under-employment of uneducated youth is another example of failure of education for achieving the aspirations of youths. The failure to achieve development of the rural areas and alleviating poverty is yet another example. Unless the

pattern set by the prevailing distribution of power is broken and there is a tilt in the policies towards the poor, it will be difficult to find resources for the necessary transformation. Change in higher education is also necessary for social change.

- **M. S. Gore** has pointed out the necessity of change in the content and methods of education in the environment and context in which it is conducted, and in the convictions and the commitment of teachers and administrators responsible for education for the effectiveness of education in achieving the required development.
- Some empirical studies have been conducted in India on the relationship between education and modernization. One such study was conducted by the NCERT in Delhi covering eight states. These studies described the extent to which the attitudes, aspirations and outlook of school and college students and teachers in the country have 'modernized'. Modernization in these studies was measured in terms of an adaptation of a scale developed by Alex Inkles. The results pointed out low effect of education on modernization.

Students continue to be traditional in matters of family life, etc.

- **Yogendra Singh** conducted a study into the implications of attitudes and values of teachers in Rajasthan University to modernization. This study measured the levels of aspirations, commitment, morale and authoritarianism among university teachers with a view to understanding how the role structures and value systems of teachers affect their role as agents of modernization. He found significant relationships between the two and thus held that teacher's values influence the modernization of students.

These issues have to be seriously debated and remedies evolved to make the system more effective and persuasive. As the nation has accepted the significance of education for the social and economic development of the country, its educational planning has to move in this direction. The report of the India Education Commission, entitled Education and National Development, forcefully stated, "Education cannot be considered in isolation or planned in a vacuum. It has to be used as a powerful instrument of social, economic and political change"

