**SOCIETAL DEVELOPMENT AND QUALITY EDUCATION INTEGRATION TO ACHIEVE OVERALL GROWTH AND EFFICIENCY**

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***ABSTRACT***

***The thrust of education is to impart knowledge and skills among the students, to equip them to meet their futuristic objectives and goals. The essential aspect of this is that these objectives cannot be successfully achieved without them being aligned with societal development and growth. This is especially true for the developing nation like India where there is huge gap between the educated youth and their role and contributions to society's development. The essence of quality education as given by human capital theory is bringing economic development and reduction of poverty (***[***Kumar & Sarangapani, 2004***](http://journals.sagepub.com/doi/full/10.1177/0973408216661442)***).The humanist tradition emphasizes education as a process, with the student at the centre of that process. Goals of education include wider social goals (e.g., human rights, social justice and democracy) and personal goals. Education of each individual brings in qualitative transformations within society paving way for higher rates of innovation, better quality of services and economies of scale. Quality education.Linking the graduates’ curriculum with their eventual contribution in transforming and empowering the people around, would signify real essence of quality education.***

***Key words: Quality education, social goals, qualitative transformations, economies of scale.***

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**INTRODUCTION**: The essence of quality education.

A famous quote by Rabindranath Tagore defines the true essence of quality education. To quote “The highest education is that which does not merely give us information but makes our life in harmony with all existence”

Education is the most powerful tool to Empower and enlighten young minds who with right learning becomes the pioneer of development and change. The nation becomes stronger when its foundation build upon the youth are strong enough to shoulder the responsibilities of it.This is particularly holds good for developing and young nation like India. The role of education is to shape country’s economic, social structure and thus is the milestone of a nation’s development.

Quality education as by UNESCO states that the ultimate aims of education is enclosed in four pillars:

1. learning to know
2. learning to do
3. learning to live together, and
4. Learning to be.

**PROBLEM STATEMENT:**

Education is the bedrock of sustainable development for a nation. It lays a strong foundation for a well-developed economy with benefits percolating at every level –social, economic, environmental The genesis of a well-disciplined society stems from the basics of quality education which formulates and positively transforms the society .However the case developing nations like India where there is a huge gap between demand for jobs and supply, the essence of education has taken U-turn focussing only to meet the economic ends. The focus is exclusively on developing skills which are job oriented. The outcome is the growth of young graduates whose objectives are solely directed to skills and knowledge required for jobs and not aligned with societal needs.

**OBJECTIVE OF THE STUDY:**

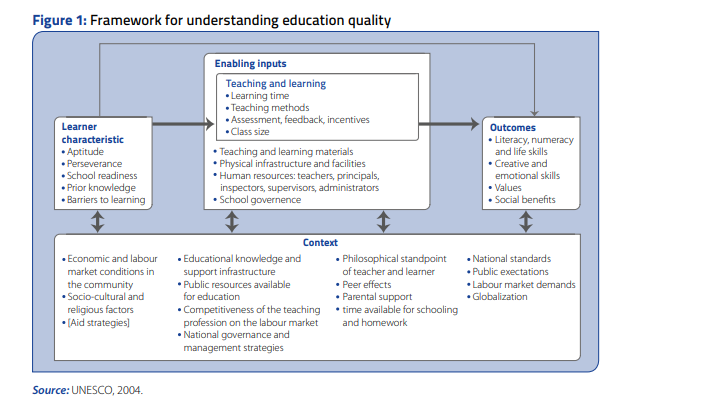
1. Meaning and importance of quality education.
2. The role of strong foundational curriculum and its linkages with society welfare and development.
3. To highlight the impact of good education on students and their contribution.

The quality of learning should be assessed by the capacity of individuals in their childhood, their youth and throughout life to acquire knowledge, skills, understanding and values to live and participate in society (Delors et al., 1996).

Quality education as given by UNICEF in its working papers at the meeting of The International Working Group on Education Florence, Italy June 2000 includes:

1. Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
2. Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
3. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life,
4. Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
5. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society

Education for All Global Monitoring report in 2005 gave input-process-outcome model, explaining the complexities of interactions within education systems. This is given in the figure one depicting strong relationship between learning attitudes and characteristics



Education is the process through which learning and knowledge forms the basis of societal development. This process starts with creation of man on earth, developed gradually and then become the cornerstone as stated by Gibson (2006).The progression should be reflected in Social, Economic and political spheres of life.

The role of Youth towards real development as change agent would bring about desired growth in the society. The education system should be built on those foundations which are able to channelize and harness the enormous energy and spirit in the right direction. Socialization is a process by which an individual acquires social competence by incorporating norms, beliefs, values and attitudes. There is a strong linkage between socialization and education .The Goal of societal development is to canvas a welfare state where there is community development, welfare, equality and growth for all. This can be achieved by imbibing a system where education is not seen as a mere tool to meet the economic ends, but the act as a medium of knowledge of wakening and creating an individual’s inner spiritual growth .

A.PJ Abdul Kalam in his book “Ignited Minds “quoted that the nation’s wealth is the young generation of the country. This young generation has minds which through right knowledge can play a central role in developing inclusive society. Humanistic approach identified wider goals of education. It related social goals like human rights, social justice and democracy with Education. They integrated contemporary concerns of human rights with environmental sustainability. (Barret et al 2006 .Kumar and Sarangapani,2004).

**Linkage of modern education with system of Indian Gurukul system:**

The history of Indian education has its roots to the ancient ages where they followed the Gurukul system – a system where the students resided in the house of their teacher until the teacher felt that he has imparted all that he could. Future is a blend of past and present. The youth of today is constantly in search for material requisites of life .Their obsession on materialistic achievement’s also makes them compromise on the values This has brought about a society and system where the norms, culture, beliefs and value which were embedded in our society from the ancient Gurukul days are slowly diminishing.

Tracing back to the Gurukul days where the student-teacher relationship had special bond and affection and with strict adherence to rules which could never be bended for anyone.

The objectives of Gurukul system of education can be broadly summarised through figure 2:

Figure 2 summarized the overall content required for students to be responsible human beings .Students learnt to live under same roof as brothers. Together with the theoretical knowledge, students learn the practicalities of life and ways to achieve self –control. Exposure to hardships, respect to elders inculcated an atmosphere of happiness and beliefs which was reflected in their characters.

A typical Indian classroom is characterized by long hours of lectures by the teacher with very little focus of the students ability to comprehend .There is no doubt we have technologically made huge progress in education system, but this has to also be related to grooming the minds of the youth for making contribution towards their society. This can be achieved when the curriculum integrates with practical exposure of concepts which are based on values and societal norms. Live projects integrated with the curriculum will help the students to understand the problems from different perspectives and motivate them to creatively find solutions. IF students are made to engage in local issues pertaining to environment, community developments like clean parks, service to centres of rehabilitation, opportunities would rise for them to feel responsible to the society.

**EDUCATION AND SOCIAL CHANGE**

Indian Education Systems predominantly follows the system laid by the British. we can boast of having the IITs, IIMs and some of the best law and medical colleges, there is still a gap between what is taught and what is applied .Our education system should focus on churning out not just engineers, but also entrepreneurs, artists, scientists, writers etc. all of whom are influential in the development of the economy. Indian Education Commission (1964-66) observed that realization of country's aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. Society is a web of social relationships. Social change indicates changes that take place in human interactions and interrelationships .The factors which are responsible for social changes can be broadly classified into two:

* Exogenous: Exogenous factors are Discoveries, inventions, diffusions and then integrations of cultures, beliefs over the years.
* Endogenous: Endogenous factors are changes which happen from within.

**August Comte’s Philosophical evolution gave three stages of human growth.**

1. Fictitious stage which is based on supernatural beliefs.
2. Metaphysical stage which is abstract stage.
3. Positive stage which is based on reasoning’s and observations.

It is the third stage which governs the ultimate behaviour of the individual. In this stage the principles of observation’s, reasoning govern the thought process. Reasons and Examinations are the basic planks of knowledge at this stage.

Here the Education can play an positive role in harnessing young minds .Education is a multi-purpose tool to channelize the young individuals .It should incorporate curriculum where in the students are taught high degree of empathy, social sensitivity

**AN INDISPENSABLE ROLE OF TEACHERS:**

Teachers or gurus play an indispensable role in articulating the minds of their students. By linking the curriculum with the societal needs, teachers can direct the youth constructively. Teachers should imbibe progressive vision of education .They have to whole heartedly involve themselves in developing and influencing the young minds. IF at every stage of development students relate their education with the societal needs, there would always be sense of responsibility.

UNESCO gave the Adoption of whole institution approach in 201. The thrust of this approach was on transformative leadership and sustainable development. It can be summarized as follows:

1. The quality of the human and biospheric future depends on our collective capacity and ability to learn and change.
2. Sustainable development is not itself sustainable (that is, lasting and secured), unless relevant learning among all stakeholders is central to the process.
3. While sustainable development can be promoted through policy instruments, these tend to be effective for only as long as they are applied.
4. Education can enhance the effectiveness of each of these instruments through developing informed engagement, agency and empowerment among all affected stakeholders. Further, education can build lasting change – that is, sustainable change, because it is owned by the learner and reaches hearts and minds.

**THRUST ON INTEGRAL QUALITY EDUCATION:**

The desired change in society can be brought about by ensuring that the there is strong linkage between curriculum and society growth and development. Education is the backbone for every society and therefore should not be taken as mere tool for economic objectives. Few steps which can be taken for ensuring sustainable relationship between education and society are given below:

1. An effective student-teacher relationship which should be beyond the prescribed syllabus.
2. Promote quality education. Enhancing psychological, intellectual, moral. Social and creative qualities of the youth. Unleashing creativity helps in overcoming subdued fears and tensions.
3. Provide coherent curriculum with combination of technical and spiritual knowledge
4. Develop institutions of not just smart –facilities but an environment where there is culture of different teaching style’s .learning styles and respect of individual’s creativity and skills. This would provide an atmosphere of mutual respect, self-esteem, concern for each other.
5. Create an atmosphere of learning and respecting cultures, Humanity and overcoming prejudices in the society.
6. And finally technology should be used a s useful tool to effectively and efficiently utilizes the resources and service to humanity.
7. Allow learners to participate in decision-making on the design and content of educational programmes. Giving autonomy creates sense of self-confidence and nurtures the true capabilities of the youth.

To highlight the impact of good education on students and their contribution we have done short pilot study through questionnaire. The detail analysis of the data is as below:

The survey was done among 50 students of III Semester MBA students. In total five questions were given to students to express their views in social issues about integration of quality education with societal development to achieve overall growth and efficiency

* When asked about your future goals 65 per cent of students came up with an idea of having their own business after working for four to five years. 35 per cent of students expressed to continue in their respective career without venturing into their own business
* When asked about what drives your goals either personal or financial motives, 45 per cent of the students expressed that financial motives make them to reach their goals. 30 per cent of the students want to have work life balance giving more focus towards personal achievements. 25 per cent of students came up telling that they want to be part of societal developments.
* When asked about the awareness of social issues around you, 80 per cent of the students admitted that they are aware of the social issues and around 20 per cent of the students admitted that due to their personal and career commitments they are not much aware about social issues
* When asked about do you get affected by the social issues around you, 40 per cent of the students expressed that due to career oriented they might not get affected. 35 per cent of the students expressed that due to personal issues we might tend to overcome these social issues and 25 per cent of the students revealed that we want be part of overcoming the social issues around us.
* When asked about your participation to take initiative for any development of societal activities, 70 per cent of the respondents gave positive response telling that they do take part in societal issued on every weekend and all public holidays. 18 per cent of the students revealed that they take part only when there is some pressure from the society to do the same. 12 per cent of the students came up and told that they actively take part in the societal and community development of the programmes undertaken.
* When asked about how the issues in society can be resolved, 65 per cent of them told that it all can happen by a strong leader. 25 per cent of them told that it can happen only when public take it as an obligation to do and 15 per cent of the students expressed that cooperative societies will have to come up with changes.

**CONCLUSION**

Francis Brown remarks that education is a process which brings about changes in the behaviour of society. It is a process which enables every individual to participate effectively in the activities of society, and to make positive contribution to the progress of society. Integrating the education system with societal needs and development would pave way for self-realization of youth. This would be reflective on their behaviour which would strive for constructive and value based actions. Our education system should adopt the curriculum which kindles and encourage the minds to unleash their creativity .This would ensure a generation with contentment and peace and thus The radiance of such minds embarked on constructive endeavour will bring peace, prosperity and bliss to the nation. Learning oriented towards nurturing nation’s growth. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all. Youth engagement may be considered an end in itself, but it is also a means to achieve other objectives and benefits in society

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