

Critical Assessment of Trends of Education System in India

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Abstract: “Education is like a double-edged sword. It may be turned to dangerous uses if it is not properly handled”- T.Fang. This article is an attempt to show the importance and need of required amendments in the modern trends of the society in relation to education system in India. The share of Govt. sector in education industry is 95 percent as a part of socialist system we adopted in 1950s. But we are still far behind and could not catch the developing countries like China which got freedom from the occupation of Japan in 1949, two years later than us but has attained 90% literacy. We favored the socialist system as the poor can participate in the education equally, but could not deliver it properly. But the system proved good in quantity not quality. The education is the key to the growth & development of the economy. Today China is the world number 2nd economy because of the educated population. The rich are befooling the developing countries by misuse of the international terms of trade, keeping high technology with them & asking them to specialize in primary sector such as raw materials & food grains, Says Prof. Shang. The need of the hour is to rethink & revisit to the primary & secondary sectors of the education. We have to prepare the youth for the future building of the Nation by infusing good quality in them.

Key Words: Education system, Trends and Policies.

Introduction:

Education should lead us to Humility. In turn, it will equip us with all the eligibility. Eligibility provides us with necessary material Wealth and enables us to do some Charitable Deeds. Charity makes us Happy and reveal to us the truth that Education does not mean only giving meaning to the Words. Our Education is not measured by how many degrees or diplomas we hold or how many exams we passed. It has to be valued not as a means of earning one's livelihood, but as the essential requisite for a Happy, Peaceful and Progressive Life. Abraham Lincoln is an excellent example for us to know how Education could make a person humble and great, bright like a polished Gem. Education in India has a very long history. Ancient India had the tradition of 'Gurukuls'. Under this system students have to live at the 'Ashram' (abode) of the teacher and get the education. This form of the education is known as 'Guru-Shishya Pramapara'. At that time education was treated as a matter of personal concern and it was not at all emphasized on mass production like modern education industry. The making of man was regarded as an artistic and not the mechanical process. According to the ancient Indian education the training of the mind and the thinking process were essential for the acquisition of knowledge. The formal admission ceremony was known as 'Upanayana'. With the accomplishment of this ceremony the child had to leave his home for the 'ashrama' where he would receive education. It was supposed to be the re-birth of the child and was

known as 'Dvijya', which means, "twice born". Sanskrit was the language of teaching. It was supposed to be the language of learned men. The academies of higher learning were known as 'Parisads'. The education system involved of three basic processes, which included 'Sravana', 'Manana' and 'Nidhyasana'.

In the 'Sravana' stage of education, students received 'shrutis' knowledge, this was passed orally from one generation to another. The second stage was 'Manana' which means that pupils had to think themselves about what they have heard. They have to make their own inferences and assimilate the lesson taught by their teacher into the life. The third stage 'Nidhyasana' means complete comprehension of truth and its use in the life. In ancient India women were given the equal right to education and teaching. Women seers like 'Gayatri' were prominent participants in educational debates and the proceedings of the 'Parishads'. (Assemblies) It was mainly the Brahmins followed by Kshatriyas that received education at the Gurukuls while the boys from the lower caste learnt their family trade from their fathers. Few of the most important universities of India in the ancient times were Taxila, Vikramshila and Nalanda. Taxila University of 7th century BC was famous for medical studies and a galaxy of eminent teachers such as Panini, the well-known grammarian, Kautilya, the minister of Chandragupta Maurya, and Charaka, a medical teacher of repute. Nalanda was the highest learning center not just of India but also of the entire South Asia. Students from foreign countries like China, Japan, Korea used to come here for higher studies. It had around 10,000 students and teachers on its roll cards. The University had eight colleges. And one of the colleges had four-storied building. It was one of the earliest examples of residential cum learning complex. Vikramshila University. Varanasi was famous for religious teachings. In the South, Kanchi was famous for its studies while the Vallabhi University was no less. Huan Tsang in his records mentions the university to be at par with Nalanda and Vikramshila universities. India had several great minds at work, which contributed in every aspect of life. The concept of zero, decimal and Pythagoras Theorem were all developed here. As India progressed from ancient to medieval its education system deteriorated. Various factors were responsible for the degradation of this most efficient and most ancient education system of the world.

Current Status:

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian Clerks for running local administration. Under it the means of school educations were the vernacular languages while the higher education was granted in English only. British government started giving funds to indigenous schools in need of help and thus slowly some of the schools became government-aided. Contemplating on the new system which was introduced Mahatma Gandhi expressed his anguish in following words, "I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British administrator, so he came out with his program. Every school must have so much paraphernalia, building, and so forth. Well, there were no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient

schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfill a program of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education. Our state would revive the old village schoolmaster and dot every village with a school both for boys and girls. " Today education system in India can be divided into many stages like pre primary,primary,secondary,higher secondary,graduation,postgraduation and doctoral and post-doctoral level.

Education never ends – it is not said without reason. We are educated all our lives and getting an education not only is a great achievement but something that gives you the tools to find your own way in the world. Education is indispensable; little do we realize how much more it can bring to us in terms of worldly amplifications.

It is a common fact of life that we all have problems and that we are often frustrated or we tend to lash out because of our inability to find accessible and reliable information about our problems. This specialist site fills this need – as our pragmatic friend for solving our educational problems. Education paradigm growing in Indonesia in this XXI century step by step has started leaves aspiration of the founders this republic nation-state that is that every citizen entitled to get education that is competent.

The types of disabilities a special education teacher might encounter are difficult to predict. For one, the qualifications for special education services vary greatly from mild disabilities to extreme cases of mental retardation or autism. In addition, a study conducted by the Boston-based consulting firm Eduventures found that, while about half of institutions and more than 60 percent of employers generally accept the high quality of online learning, students' perceptions differ. Only about 33 percent of prospective online students said that they perceive the quality of online education to be "as good as or better than" face-to-face education. Ironically, 36 percent of prospective students surveyed cited concern about employers' acceptance of online education as a reason for their reluctance to enroll in online courses.

Special Education Teachers are some of the most in-demand teachers in education. Special Education teachers held a total of about 441,000 teaching jobs in 2004. The U.S. Dept. of Labor-Bureau of Labor Statistics expects the demand for qualified special education teachers to grow faster than average through 2014. This makes it a great time to get your special education degree.

Education doesn't merely transfer knowledge or skill, but more specifically it trains people to have positive judgment and well-developed wisdom, better characters and mental powers.

The public education system is rooted in the false notion that all teachers are qualified educators who can be trusted to make good decisions, follow school district rules and regulations, work together in a spirit of collegiality, promote the welfare of students as a priority, and, generally, do what is just, moral, and professional. What's wrong is that this description is simply not true; yet, school districts throughout the United States allow teachers the freedom to work unsupervised because they are assumed to be well-intentioned, professional persons who have the best interests of students.

Data Structure:

The education system as it currently exists is based on the needs of an industrial aged society. Why is India still a developing country and what is stopping it from being a developed country? This particular question strike every time when read something about India's education system. It can be seen that India's education system as a stumbling block towards its objectives of achieving

inclusive growth. Information about certain startling facts. India is going to experience a paradox of nearly 90 million people joining the workforce but most of them will lack requisite skills and the mindset for productive employment according to a report in DNA. India has about 550 million people under the age of 25 years out of which only 11% are enrolled in tertiary institutions compared to the world average of 23%. The actual quantity of schooling that children experience and the quality of teaching they receive are extremely insufficient in government schools. A common feature in all government schools is the poor quality of education, with weak infrastructure and inadequate pedagogic attention.

What the government is not realizing right now is that education which is a source of human capital can create wide income inequalities. It will be surprising to see how income inequalities are created within the same group of educated people. It is also imperative for the government to correct the blemishes in India's education system which will also be a step towards reducing income inequality. Certain policy measures need to be taken by the government. The basic thrust of government education spending today must surely be to ensure that all children have access to government schools and to raise the quality of education in those schools. One of the ways in which the problem of poor quality of education can be tackled is through common schooling. This essentially means sharing of resources between private and public schools. Shift system is one of the ways through which common schooling can be achieved. The private school can use the resources during the first half of the day and the government school can use it during the second half. It is important to remember that the quality of education is directly linked to the resources available and it is important for the government to improve resource allocation to bring about qualitative changes in the field of education. Common schooling is one of the ways in which government can use limited resources in an efficient way and thus improve resource allocation. Another reason for poor quality of education is the poor quality of teachers in government schools. Government schools are unable to attract good quality teachers due to inadequate teaching facilities and low salaries. The government currently spends only 3% of its GDP on education which is inadequate and insufficient. To improve the quality of education, the government needs to spend more money from its coffers on education.

Conclusion:

Most economists feel that the only panacea to the ills of the public schooling system is the voucher scheme. Under the voucher system, parents are allowed to choose a school for their children and they get full or partial reimbursement for the expenses from the government. But however, the voucher system will further aggravate the problem of poor quality of education in government schools. Such a system will shift resources from government schools to private schools. This will worsen the situation of government schools which are already under-funded. Moreover, if the same amount given as vouchers can be used to build infrastructure in schools then the government can realize economies of scale. For example- The centre for civil society is providing vouchers worth Rs 4000 per annum to 308 girls. This means that the total amount of money given as vouchers is Rs 1232000. If the same amount can be used to construct a school and employ high quality teachers who are paid well then a larger section of the society will enjoy the benefit of education. A school can definitely accommodate a minimum of 1000 students. It is hoped that government will take certain appropriate policy measures to improve the education system otherwise inequalities are going to be widespread and India's basic capabilities will remain stunted. Let us strengthen the case for a stronger education system. Thus we have still to do much to revitalize the education industry, redress the negatives & select the best managers to run the institution of learning efficiently. These policy

holders are required to grasp the Gullick & Gullick formula for best planning & management .The formula is “POSDCORB” which indicates planning, organizing, staffing, directing, co-coordinating, reporting & budgeting. The planning needs to have the assessment of required inputs, next comes organizing the resources in efficient way i.e right job to the right person, staffing be ensured with high standards with motive to perform or perish, then comes co-ordination where all activities are linked, next is reporting which is mandatory to evaluate the performance& lastly comes budgeting which seeks the income & outgo of the institutions as well as sets the constraints. The budget needs to be utilized efficiently & honestly.

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