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# Legal opus

## (Peer Reviewed Journal)

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# WHAT HAPPENED TO 'EDUCATION' IN INDIA?

### Mr. Ashwin *

*It is through his mother tongue that every human beings first learns to formulate and express his ideas about himself and about the world in which he lives.* -Anonymous

The Indian education system is the oldest in the world as it dates back to the 3rd century B.C. Education has always been an important issue and for that, the government has appointed various commissions and committees to look into the issues of education.

In a developing country like India, where facing the globalized economy is through youth' and not through experience', there is a need for a more efficient form of education. In order to deliver education for all, there are a number of initiatives and attempts have been made by the Government of India (Pre and Post-independence)[1]. Through articulating policies, the government lays down a directing future course of action towards realizing some sensed ends. In India, the goal lies in the multiple perspectives of the progress of the people. For the good of all, at the national and local level, a definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government. The present education system moreover has its base from British Indian education system, the same efforts and measures are being continued in the post-independence time in India[2].

## The National Education Policy

The National Policy on Education (1968) was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizens. The policy has been rectified in subsequent years. It was further updated in 1992 to spread knowledge and freedom of thought among the citizens of the country. Education is in the concurrent list of the Constitution of India, still the State Governments play an important role in the development of education, especially in the primary and secondary levels.

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1   Saikia, (Dr) S. History of Education in India, Mani Manik, Prakash Publication (1998)
2   Ibid
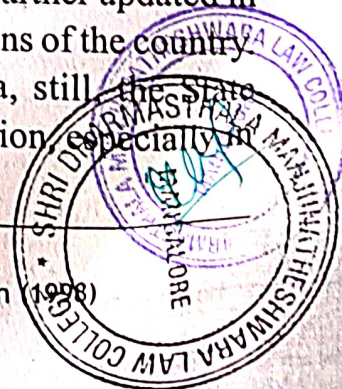
In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five-year' review to progress and working out of new policies and programs. Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the hindrances or deficiencies as well as achievements of education and finally to decide on some plans or programs for the coming Five Years. It is through making the policies and programs that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of AcharayaRammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Program of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people[3].

## The National Policy on Education (1968)

There were certain principles formulated to promote the development of education in the country by the government of India to the National Policy on Education - 1968

The government of India had specifically set regulation regarding:

- **Compulsory Education :** According to Article - 45 of Indian Constitution, education should be free and compulsory up to the age of 14. Steps are taken to ensure that child who is enrolled in the school should successfully complete the course.

- **Education of Teachers :** Teacher is the most important person to determine the quality of education in the country. He should be honored in the society. His emoluments and service standard should be increased with due regards to their responsibilities and qualifications. Proper attention was ensured for teacher education. They also got academic freedom to write, to study and to speak on national and international issues.

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3    Introduction to National Policy on Education, Krishna Kantha Handiqui State Open University. (E book) Retrived from - http://kkhsou.in/main/education/national_policy1992.html (25/09/2019)

- **Linguistic education :** The policy had also emphasized on the development of Indian as well as foreign languages in the country. The three-language formula was introduced in which a student at the secondary level should know Hindi, English and regional language of his/her state. The language Sanskrit has been included as an optional subject in secondary level.

- **Education for all :** Under this policy every child of the country should get education irrespective of caste, religion, region or whatever the case may be. Special emphasis was given to backward classes, minority children, girls and physically challenged children to avail the education facilities.

- **Uniform Education Structure (Education with Activity) :** The structure of education was made to be uniform throughout the country. It should be a 10+2+3 pattern from higher secondary to college level. During the course of study, each student should get an atmosphere for sports and games. He should also develop the quality of work experience and should also participate in programs related to National construction and Community services.

- **Progress Review :** The government was set to review the progress of education in the country from time to time and should present guidelines for future development.

## The National Policy on Education - 1992

The Parliament adopted the National policy of Education was reviewed twice, once by the committee under ArcharyaRamamurti in May 1990 and another time in July 1991 under the chairmanship of Shri N. Janardhana Reddy, the National policy of Education was submitted in January 1992. Finally, in a meeting held on 5-6 May 1992 by the Central Advisory Board of Education (CABE). The National Policy of Education (1986) and program of action (1992) lay down the objectives and features of Indian education policy[4].

The National Policy on Education-1986 was amended in 1992. The principles included in the NPE-1968 are also included in the new policy with major changes. It is recognized as frame framework to guide the development of education in India as such.

There are a number of changes in the 1986 Policy on Education which can be seen in 1992 ratification of the same. Important changes of the policy are:

- The new education policy gave emphasis on retention of children in the schools at primary level. The cause of the drop out of the children from the school were strategically handled by making plans. The network of Non-Formal education in the country were introduced.

- Greater attention was given to the backward classes, physically challenged and minority child for their development in education.

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[4] Education Policy of India. Shodhganga, (e-book) INFLIBNET, https://shodhganga.inflibnet.ac.in/bitstream/10603/11248/11/11_chapter%204.pdf Retrieved on [21-10-2019]

- Major emphasis was laid on women's education to overcome the poor rate of illiteracy among females. They were given priority in various educational institutes and special provisions were made available for them in vocational, technical and professional education.

- Institutions were provided with resources like infrastructure, computers, libraries. Accommodation for students were made available especially for girls students. Teachers were given the rights to teach, learn and research.

- The Central Advisory Board of Education was said to play an important role in reviewing educational development and also to determine the changes required to improve the education in the country.

- State government may establish State Advisory Board of Education to look after the state's progress in education.

- Non-government organizations will be encouraged to facilitate the education in the country. At the same time steps will be taken to prevent establishment of institutions for commercialization of education.

## Global and Indian competitive progress of education

"India has a huge amount of potential in global higher education, given its rapidly growing youth population and economy and use of English language instruction. The Indian government has strong ambitions to boost the global standing of its top universities and attract foreign students, academics and research collaboration. It now needs to back up these aspirations with high levels of investment- or risk declining further amid increasing global competition, especially from other parts of Asia," said Ellie Bothwell, THE rankings editor.[5]

United States of America, Netherland, Japan, Germany, France, Australia, Canada etc. are those nations which top the list on world education. Why not India?

Difference between Indian and Foreign Education System; Creativity is the last door in Indian education. Theory is more focused in Indian education system rather than practical knowledge. Unlike this. In foreign countries practical based learning is given more importance, they allow creativity in education.[6] Indian education is treated as a formality and nothing to do with its scope. The mentality of many in the society speaks - "Every Indian must get a degree in Engineering or Medical stream; whether you learn something or not", it is never taken as a learning process by many in the country. Students are not given the choice to select their field of interest. Sports and arts are considered to be made for leftovers. Arts' a subject which has a core benefit, is a field for those who don't get into science and commerce. Where in other countries

5    Sreeradha D Basu, ET Bureau, the e-economic times, | Updated on Sep 12, 2019, https://amp/s/m.economictimes.com/industry/services/education/indian-universities-out-of-top-300-in-global-rankings/amp_articleshow/71092191.cms (30/10/2019)

6    Jariwala, Nishit. Why Foreign Education System is better than Indian Education System? https://buddybits.com/2014/08/why-foreign-education-system-is-better-than-indian-education system/amp/. (30/10/2019)

they understand the importance of specific fields, there are universities on arts and humanities.

Room for talent is also a part of curriculum in Indian education system. But, only grows with demand. Foreign education curriculum contains everything taking from arts to sports along with studies. USA has arts, sports, music and theatre in syllabus. Australia focuses more on sports; they have cricket, hockey and boxing in their college curriculum. In Indian scenario, the syllabus contains extra-curricular activities on those which are demanded and not which is needed. Education should be in such a way that a student as an individual should understand and acknowledge whatever he is good at, and not what he is good for![7], Comparing other countries regarding free education, Indian has its place among them. But, even though government / public schools in India provide free education, food, and other support., the quality is very compromising. None of the policy and legal framework actually improve the quality of government schools. Regarding the teachers and lecturers in government educational institutions, they receive their monthly salary after 6 to 8 months. However, the questions are never answered. On the other hand, in India education is becoming business. Taking from privatization of education to tuitions and coaching institute; education is generating good money. So business minds are now moving towards education. .

Foreign countries we find students get admitted to streams of education according to their field of interest. In India Field of interest is the last thing students are asked for. Students are admitted into streams which have higher pay scale or higher number of jobs. Students also in other hand take admission seeing the trends. So, if in a particular year, the majority of students are rushing towards Mechanical Engineering, you're bound to take admission in Mechanical Engineering. Where as in foreign countries, students wait until they get admission into their field of interest. 'We go with the flow' - is what they say.

Unlike other countries, In India students are required to memorize facts and figures. Thousands of equations of mathematics, birth dates and death dates of freedom fighters, chemical reactions and hundreds of other things. It is a good thing that we emphasize on theory. But with very less practical implementation. And in foreign country they impact knowledge in students through practical implementation.[8] Indian Education system hasn't changed much after independence. Indian education system is very bad in adopting latest technologies in curriculum. In foreign countries; curriculum changes every day according to upgradation of technology and requirements of the industry.

Indian Grading output wholly depends on ranks and certificate. Skill is never asked and accepted until recent changes, also which is not widely accepted completely. Foreign countries believe in skills. They don't care about the institution of education more; all they see is what you learnt during your schooling. .

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[7] Ibid, [8] Ibid
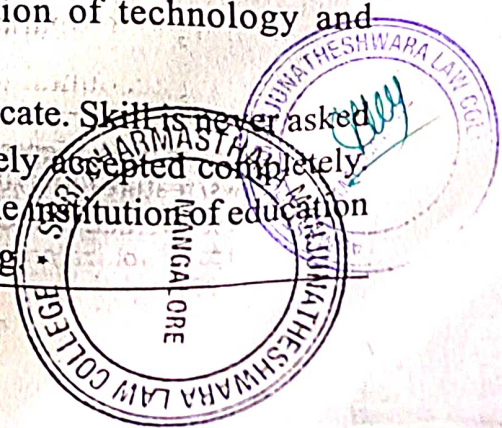
## Challenges *(As the report stated)*

Education is one of the most powerful instruments for reducing poverty and inequality. Education is equally key to enhance India's competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and social development of India.[9]

Almost two decades of basic education programs have expanded access to schools in India. The number of out of school children decreased from 25 million in 2003 to an estimated 8.1 million in 2009. Most of those still not enrolled are from marginalized social groups. Two issues remain:

- Reaching some 8 million children not yet enrolled and ensuring retention of all students till they complete their elementary education (8th std.)
- Ensuring education is of good quality so it improves learning levels and cognitive skills. Indian education system still faces challenges in providing quality Early Childhood Development programs for all children.

## Expanding secondary education and improving quality:

Secondary education yields social and economic benefits but constitutes the primary bottleneck in the education system today. Access, equity, management and quality all need major improvement. Things to consider:

- While more than 95 percent of children attend primary school, just 40 percent of Indian adolescents attend secondary school ( 9-12 std.).
- Curriculum and teaching practices need upgrading to impart more relevant skills, such as reasoning skills, problem solving, learning-to-learn, and critical and independent thinking.
- Public-private partnerships need to be expanded to tap into the potential offered by the 60 percent of secondary schools which are privately managed in India

## Reforming vocational education and training:

More and higher quality vocational education is required to adequately prepare youth for current jobs. This requires:[10]

- Expanding vocational training in high-growth sectors to overcome existing skills shortages
- Setting common standards for training and reforming institutional governance for greater private sector involvement so that training can dynamically adapt to changing labor market demand.
- Ensuring accountability and good use of resources.

9  Education in India | September 20, 2011, The World Bank (IBRD,IDA). https://www.worldbank.org/en/news/feature/2011/09/20/education-in-india (30/10/2019)
10  Eichhorst, Werner. IZA, Germany. Does vocational training help young people find a (good) job?. IZA. https://wol.iza.org/articles/does-vocational-training-help-young-people-find-good-job/long (31/10/2019)

## Expanding and Improving Technical and Tertiary Education:

India's tertiary education system is one of the largest in the world with over ten million students. Nevertheless, only 1 out of 10 young people have access to higher education, and this is predominantly among the well-off. Tertiary education needs to be expanded, especially among low and middle-income students. This will require reforms in the governance structure of higher education, decentralization, and major investments in faculty development.

## International Support (statistics)

Since 2000, the World Bank has committed over $2 billion to education in India. It also provides technical support. Assistance includes - Early Childhood Development: The World Bank supports India's Integrated Child Development Services with several operations. These projects include lessons learned from research and analysis such as Reaching out to the Child which recommends decentralized and integrated approaches to early childhood development. The World Bank is also doing research to explore improvements in service delivery using micro-planning and finding synergies among various social programs for children.[11]

**Elementary/Primary education:** Since 2003, the Bank has been working with Central and State governments, along with development partners (UK's DFID and the European Union) to support the Sarva Shiksha Abhiyan program. In Phase 1 (2003-2007) the Bank invested $ 500 million to expand facilities and improve infrastructure, get children to school, and set up a system to assess learning. In Phase 2 (2007-2012) the Bank will provide a total of $ 1.35 billion to expand access to upper primary education, increase retention of all students until completion of elementary education (Grade 8), and improve learning levels. In addition, Bank evaluations and research provide pointers to further improvements[12]. This includes studies on financing elementary education, teacher absenteeism, instructional time and quality in primary education and the impact of information sharing with village education committees, inclusive education for children with disabilities, comparisons between public and private schooling in UP, AP, and MP, and incentives to improve quality.

**Secondary Education:** The World Bank is in the process of preparing support to the Government of India's new centrally sponsored scheme for secondary education, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), for an estimated $ 500 million. This is largely based on the analytical work completed on secondary education, published in 2009, which focused on strategies to improve access, equity, management and quality. In addition, the Bank has conducted research into the feasibility for expanded public private partnerships at the secondary level, and has supported learning workshops on the role of information and communication technologies in

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12  Ibid
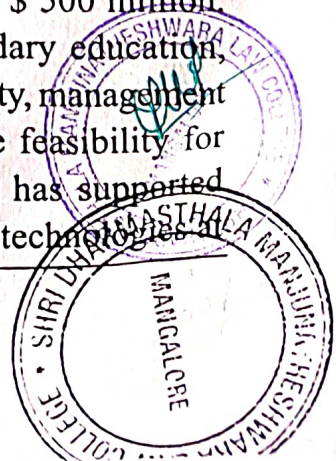
the secondary level. Vocational education and training: Based on analysis of vocational education and training in India, the World Bank is supporting efforts to upgrade this sector with a $280 million project. It will upgrade 400 Industrial training institutes (ITIs) as centers of excellence.

**Technical and Higher education:** A $300 million operation is helping improve India's technical/engineering education was recently approved by the World Bank, following the successful completion of TEQUIP I. This will finance major reforms in 130 + competitively selected engineering institutions from around the country to improve the quality of education and meet the demands of a fast-growing economy.[13] Further, several reports examine the increased demand for skilled workers in India and its importance for national competitiveness.

**Support to States:** World Bank Development Policy Credits in a few states support state level education reforms through policy dialogue and research. Studies were undertaken in Karnataka. The World Bank is currently engaged in Andhra Pradesh, Bihar, Himachal Pradesh and Orissa. Actions supported under these Development Policy Loans include recruitment of additional teachers, establishment of teacher management information systems, capacity-building for school-based mass deworming programs for improved student health, evaluations of teacher training programs,[14] and research into the most cost-effective interventions to improve student learning.

**Conclusion:**

*"The Indian education system, like the Indian bureaucratic system, is Victorian and still in the 19th century. Our schools are still designed to produce clerks for an empire that does not exist anymore". - Sugata Mitra.*

It indeed is an underdeveloped sector when it comes to education. Indian police and legal framework might however show a golden spoon, no matter what, turns out to be copper. India was a country once which had highly reputed and qualified University like Nalanda, we showed the world how an education process should be through gurukul, but now India has its name nowhere in tops. It is not hard for us to top the list. It's not the government alone, it's the order of the society and people's mindset which should change. The present generation has it in their hands.

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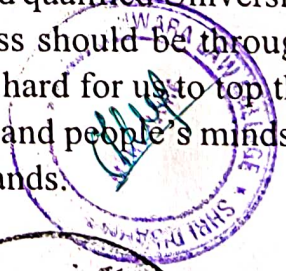
[13] Ibid

[14] Ibid

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