

Vol 3 Issue 2 Nov 2013

Impact Factor : 1.6772 (UIF)

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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INDIAN EDUCATION: A WAY TOWARDS GROWTH AND DEVELOPMENT

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Abstract:

Education is an abstract entity and its concept is dynamic. It is a continuous process. Education deals with ever growing man in ever growing society. The word 'Education' originated from the Latin word which means 'to bring up' or 'to nourish'. Education means drawing out the hidden potentialities and qualities of the students. Education should clarify: - Man's relation with man, Man's relation with the universe and Man's relation with God, the creator. The term 'Education' identifies it with the process of instruction and training that goes on in an institution of learning.

KEY WORDS:

society , dynamic , Indian Education , Growth And Development.

INTRODUCTION

Education, in the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. It is not only a means to enhance human capital, productivity and Hence, the compensation to labour, but it is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life.

Formal education

Formal education is that which is consciously and deliberately planned for the modification of behaviours, with particular predetermined objectives in view. Formal education is undertaken in schools or institutions, specifically established and maintained for the purpose. It therefore, takes the form of schooling, tuition and instruction.

Informal Education

It is not pre-planned. It is quite incidental. This education starts from the very birth of child and continues till death. In short, it is that modification of behaviour which comes about necessarily and spontaneously, without any conscious effort for it.

Milieu Education

The kind of learning that takes place almost automatically to walk on sidewalks; to eat certain foods and to avoid others; to live in houses. Milieu education is also known as social contagion.

Specific Aims of Education

Education is not as single aim activity, Different aims represent different ways to looking at the same thing. It can be summarized by following four specific aims-

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- Vocational
- Culture and Happiness
- Moral
- Spiritual.

Indian Education

Today India may not be the world leader in education but it is the country, which is credited with developing the numeral system of the world. When the whole world was deep asleep in darkness of ignorance Indians were busy discovering new things. Even today India has largest number of graduates' in the world. 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 Paramapara'. 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.

Indian Educational System

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.

The Structure of education in the India, as presented in the figure is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11-14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional courses such B.E., MBBS., elementary teacher training (ETT) etc., which are of different durations. A student can join the Industrial Training Institute (ITI) and Polytechnic after high school. After higher secondary or the +2 stage, the first University degree takes three years to complete followed by Post Graduation course of two years. Students can also join Professional Courses like B.Ed., and B.L. after completion of graduation and on completion of Post Graduation, a student may work for M.Phil / Ph.D degree. In short,

Growth and Development

In the past century, we progressed from a stage where the application of science to manufacturing techniques or to agricultural practices became the basis for production; it was the industrial society, where mass production depended on a relatively small cadre of highly skilled labour commanding a much larger group of semi skilled labour, was vertically integrated. During last quarter of 20th century, three technologies emerged, which have changed production, transportation and life style of the people profoundly. These are information, communication and biotechnologies. The convergence of increased computing power, reduced communication costs among people, institutions and countries, which has significantly increased the speed of production and distribution.

It is also seen that knowledge produced by Research and Development, (R & D) inventions created in universities and industrial laboratories are creating the so called knowledge industries. These include not only high and medium technologies based on new materials-micro electronics, computer aided design and manufacturing, bio-technology, advanced process control system etc, but also communication services, finance, insurance and other business services and methods e.g. E-business, and community, social and personal services.

In short, the late 20th century saw the growth of a knowledge centred, as opposed to a manufacturing centred economy. Consequently, knowledge and people with knowledge are now the key factors of production, main drivers of growth and major determinants of competitiveness in global knowledge economy. Education has been found a major source of productivity growth in post-war era, and because education increases productive human capital, it contributes to overall increase in economic growth. It is estimated that from 1948 to 1973, education and the innovation accounted for two-thirds of the increase in U.S. economic growth. Incorporated in the production function physical capital and human capital, investment rates separately there by providing a link between education expenditure and growth.

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The endogenous growth model by Lucas (1988) allowed the 'external effects' and thus long run growth is now a function of physical and human capital. Externalities like nonrivalness and non-excludability gave a larger role to higher education institutions in knowledge production and dissemination. Numerous models incorporating R & D activities and the production of ideas have been developed. An increase in the country's average level of schooling by one year could increase economic growth by 6% to 15%.

Decline in labour force quality could cut the rate of productivity growth attributed to education by one-half or more over the next 20 year, limiting wage growth and fiscal revenues and ultimately standard of living. A research paper entitled 'Knowledge and Development – A Cross Section Approach', (examines a very broad range of knowledge related determinants of economic growth employing cross-section regression that span 92 countries for the period of 1960-2000. The level of domestic innovation and technological adaptation; and the level of information and communication technologies, infrastructures all exert statistically significant effects on long-run economic growth. In a knowledge economy, higher education benefits more than just those who attend. Knowledge economy relies heavily on a well trained workforce comprising knowledge workers that can not only apply knowledge but are also capable of analysis and decision making based on information. Some macroeconomic studies of the education show that the variations of growth rates among countries can be explained partly by the initial level of human capital.

India, today, is considered as a talent pool of the world, having qualified and educated human resources in abundance. This has been one of the primary reasons for transformation of India into one of the fastest growing economies in the world since liberalization in the 1990s. As the economist Clark Kerr observed, on a global scale, wealth and prosperity have become more dependent on the access to knowledge than the access to natural resources. The importance of education in India was recognized by the founding fathers of the country and the subsequent governments, and as a result considerable importance has been given to literacy, school enrolment, institutions of higher education and technical education, over the decades ever since independence. India's aspirations to establish a knowledge society in the context of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been realized that it is the quality of education that prepares one for all pursuits of life and in the absence of an acceptable level of quality, higher education becomes a mere formalism devoid of any purpose or substance. As a result, from around the turn of the century, increasing attention has also been paid to quality and excellence in higher education.

Post-independence India has witnessed an above average growth in the number of higher educational institutions vis-à-vis its population. While there were just about 20 Universities and 500 Colleges at the time of independence, today these numbers have grown exponentially. Please find below a snapshot of the current higher education sector in India: India has a total of 610 universities. 43 central universities, 299 state universities, 140 private Universities, 128 deemed universities and 5 institutions established through state legislation, 30 Institutions of National Importance. There are 45 technical institutes, 13 management institutes, 4 information technology institutes, 6 science and research institutes and 3 planning and architecture institutes. Currently, the Government spends around 3.8% of its GDP on education. Less than 1% of the Government spend on education was towards Capex (2008-09). According to the 2011 census, the total literacy rate in India is 74.04% compared to the world average of 83.4% (2008). The female literacy rate is 65.46 % and male literacy rate is 82.14 %. FDI inflows in the education sector during May 2012.

Contribution of Education to Development

The massive expansion of education in India has a significant contribution to economic growth, increasing the quality of labour, the productivity of the labour force, and thereby increasing individual earnings, reducing poverty and correspondingly the national economic growth, besides contributing to various other social, cultural and political facets of development. In fact, the effects of education on poverty, income distribution, health status, demographic changes, etc., are also found to be significantly important.

Education Important

Education is today the most important gift we can give to our children. The most important factor which gauges any country's future success is its talent pool of young and talented people. The fact that Indian students have ranked a lowly 72nd in the Global Education Survey conducted by PISA (Programme for International Student Assessment) doesn't show much of promise in our students. It is indeed a matter of shame that we ranked 2nd last out of the 73 countries that participated. So it is, beyond doubt, that our present system of education is not up to the world standards and we need to make serious efforts to improve

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this situation in the future. So where to start?

India has always had a wonderful tradition education and learning from the beginning of time. So, it is with immense pride that we look back at our own education system which once spread the light of knowledge in the world when other civilizations didn't even exist on the map. Let us have a look and see what we can derive from our rich heritage and how we can imbibe the learning's into the present system of education.

Some Future of Education

The convergent and mutually reinforcing impacts of globalization and the information and communication revolution have radically changed not only the methods and structure of production, but also the relative importance of factors of production. A well trained work force and well informed people, that can apply not only know - how, but is also capable of analysis and decision making are the key factors of development, main drivers of growth and major determinants of competitiveness in the global economy. To fulfil the need, an education system is required which is flexible,- basic education should provide the foundation for learning, and secondary and tertiary education should develop core skills that encourage creative and critical thinking. In addition, it is necessary to develop an effective lifelong learning system to provide continuing education and skill upgrading to persons after they have left formal education in order to provide the changing skills necessary to be competitive in the new global economy. India will have to address four major issues to embrace the knowledge economy, which are; strengthening the economic and institutional regime.

CONCLUSION

The analysis presented above clearly indicates that enrolment, both at Primary and Upper Primary levels of education, has increased impressively over a period of time. However, in terms of ratio it is still not enough to achieve the goal of universal elementary education. There are a few states which are on the verge of achieving universal primary enrolment. The variety of efficiency indicators presented reveals that a number of pupils drop out from the system before the completion of Primary level of education; thus causing efficiency to drop to a great extent. Despite following the no-detention policy at the Primary level of education, a good number of pupils repeat primary classes. The average dropout rate being high at Primary level, it needs to be checked without which the goal of universal primary education or elementary education cannot be achieved. For that purpose, reason-specific child-centred strategies need to be adopted

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