

Technological Upgradation on Educational Reforms in India

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Abstract: *The moment journey of life starts education starts from that day. The moment baby born tries to adapt to outside world from that moment itself learning starts, along with activities liking crying, expressing, smiling, recognizing mothers touch etc. and the process goes on through lifetime. John Dewey said: "Education is not preparation for life, education is life itself." Over the years India has emerged as one of the largest education systems. However, witnessing the changes and developments in and around the world are forcing and demanding the further changes in the existing educational practices and delivery system if education. In the 21st century the government of India has recognized the true importance of imparting education to the children of country and brought some legislative changes.*

Index Terms—education, learning, developments, government

I. INTRODUCTION

Globalization has brought numerous opportunities for India, which the South-Asian country could make best benefits due to their demographic and economic potential. In India more than half of its population is of working age, and according to forecasts, by 2020 one quarter of the world's labour force will be made up by Indians.[1]. In the 1830's the Britishers introduced modern school system into the country, as a result of which the close relationship between master and disciple ceased to exist, and the curriculum featured primarily natural sciences[2].

According to Article 45 of the Constitution of the Republic of India, education is compulsory for children aged between 6-14, however the government is struggling to implement and enforce the constructional rules in certain areas even at the end of the 20th century. At the outset, administration of education was considered each state's home affair. Thus, Indian government had little influence over questions concerning education policies implementation. This situation only changed in 1976, when, after an amendment to the Constitution, education came under the national government's purview.

[3] In the 1980s many legislative acts were passed to enforce compulsory education regulations and to develop elementary education. In this spirit the program "National Policy concerning Education" was passed, a modified version of which is still treated as a priority project by the Modi-government. Women's participation in education was minimal at the beginning, but by 2001, with government support, more than 50% of all women could read and write, which can be seen as a formidable step forward in comparison to 15% in the 1960s.[4]

2011 results show the literacy rate among aged 7-10 is 75%. This led to the positive effect on economic development as well. 80% of elementary schools are state-financed and imparts free education till class ten. Accordingly, in 1994 a new program was started to merge elementary education, which had contributed to the development of elementary education among Indian government schools. The newest program that aims to provide integrated education for all is named as SarvaShikshaAbhidjan, which is currently running as one of the greatest and chief educational initiatives of the world.[5]

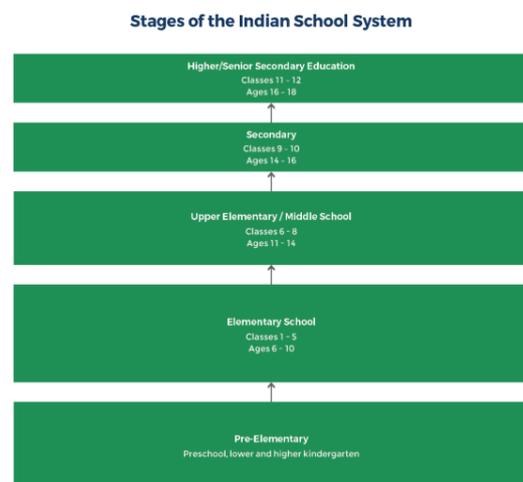


Figure 1: Source:wenr.wes.org

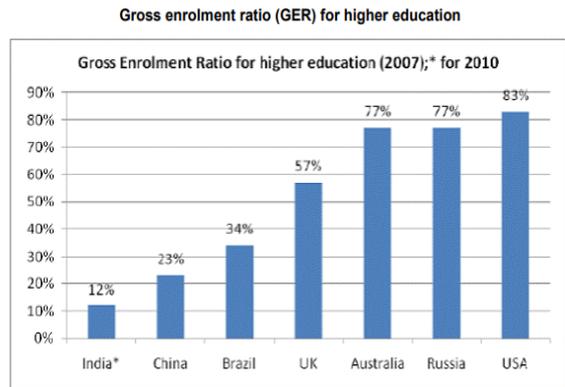
The table 1 given below address the philoshies behind imparting education system starting from British period to post independence and present scenario.

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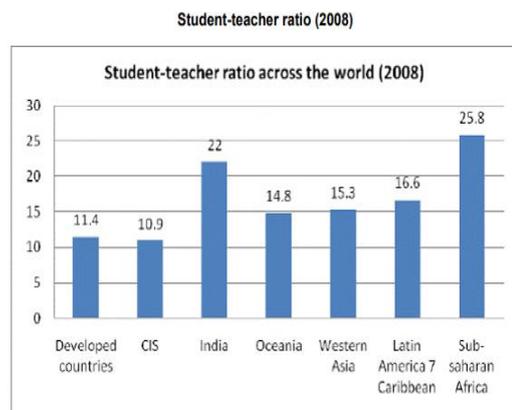
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ERA/ PERIOD	PHILOSOPHY	RESULT
BRITISH PERIOD 1) Anglicists and Orientalists	The development of education system was determined by the needs of colonial powers. Unofficial education was brought to the Indian masses through the Charter Act of 1813.	The Charter Act created a controversy between the Anglicists and the Orientalists. There were no specific regulations made for establishing the schools and colleges in India.
2) Macaulay Minutes	Lord Macaulay wrote a minute on the Feb 2, 1835, where he made the decision regarding the controversy. He laid stress on the implementation of English as the medium of instruction. He was of the view that it might educate the people in capacity for better governance.	In his minute he criticized the oriental learning. He wanted to spread the western learning across India.
3) Woods Education Despatch of 1854	East India company had to review its Charter after every twenty years. This had a properly articulated system of education, from primary schools to universities.	This system was known as the MAGNA CARTA of the modern education.
4) Hunter Commission 1882	Now the responsibility of the Indian education system shifted from the company to the parliament. Evaluation of success of the government schools was an issue.	There were complaints that the Woods Dispatch was not followed properly.

The following figure shows the comparative growth enrolment ratio for higher education along with difference in student teacher ratio across the world.



Source: chinaeducenter.com, UNESCO Global Education Digest 2009; EY Analysis



Source: "Higher Education in India", UGC Report, 2008; UNESCO Institute for Statistics 2010; EY Analysis

From the above that one can infer that results are quiet alarming with respect to Indian education system.

The diagram shows the transition in thoughts behind imparting education through religious opinions. It's evident from ancient studies that major focus behind imparting education at that time was culture and salvation. Major teaching were focused on making people aware about cultural changes so that people could differentiate between the truth and the illusion. Next is the Buddhist system that worked upon minimizing racial discrimination and resulted into the rise of organized public educational system. And anyone could take admission irrespective of their caste or religion. This had raised the education status to international level. And the next is Islamic education system focus was on creation of mankind. And Teachers laid emphasis on inculcation of moral and spiritual values. Educational institutions during that period were Maqtabs, Madrasa has and Mosques.

<p>5)The University Commission 1902</p>	<p>Lord Curzon pointed out that no change had been seen in university education because they didn't follow the guidelines of the London university.</p>	<p>The major defects noticed were the neglect ion of professional education and technical education in particular.</p>	<p>education as an effective instrument of national reconstruction.</p> <p>He recommended the establishment of single polytechnic school where training in many vocations would be given.</p> <p>There was a need of bringing about radical reform in all aspects of Indian education.</p>	<p>training in individually different vocations.</p> <p>Sir John Sargent prepared a comprehensive scheme of education for educational reform in India.</p>
<p>6)Development of education from 1921-1937</p>	<p>This period is known for the introduction of Government of India Acts 1919 and 1935. Laws which governed universal primary education were passed. An Auxiliary committee examined the 102 defects of education in 1928.</p>	<p>This period drew the attention towards the inefficiency of the literary education. The inter university board was formed in 1924 May, in Simla. Then it was renamed as the Association of Indian Universities.</p>	<p>5)The University Commission 1902</p> <p>Lord Curzon pointed out that no change had been seen in university education because they didn't follow the guidelines of the London university.</p>	<p>The major defects noticed were the neglect ion of professional education and technical education in particular.</p>
<p>7)Other Committees The Sadler commission, 1917 The Hartog Committee,1929 The Wardha Scheme of Education 1937 Abbott Woods Report 1937 The Sargent Report on Education</p>	<p>This was also known as the Calcutta University Commission. Post-graduation knowledge was also imparted in 1916 in the university.</p> <p>It was formed to give its suggestions on the overall improvement and progress. There was considerable progress in the education system in India in the report by the committee. This is also known as the basic education. The scheme was the outcome of sound thinking of Gandhi's. He considered</p>	<p>Because of the number of colleges increasing in the beyond control, no other universities were opened for the next thirty years.</p> <p>The women, Muslims and the backward classes had also awakened and there was progress in the numbers. The committee was not satisfied with the growth of literacy in the country. It helped in the economic, educational and the social development of the people. No special schools for</p>		

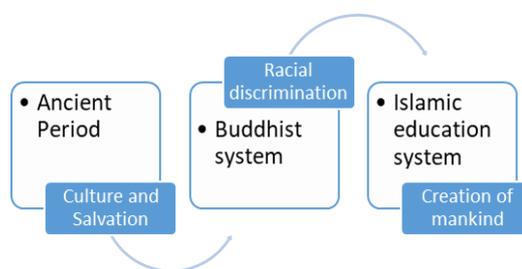


Figure 4: Religion based educational activities

The importance of education can be seen in development of nation, social change and social mobility are one of the vital components in each developmental effort in a contemporary society. The National Policy on Education (1986) agreed with the vision that education is important for shaping the future of the any society and indicated it as the backbone of all national activities particularly in societies, which have preferred a autonomous path of development.

THE SARVA SHIKSHA ABHIYAN (SSA)

The following table shows the growth and progress overview by the initiation of SARVA SHIKSHA ABHIYAN. The aim of this flagship program was to accomplish universalization of primary schooling at a satisfactory level by 2010. SSA is being applied in conglomerate with State Governments to cover the whole country and address



the requirements of 192 million children in 1.2 million residences. The present rules of SSA have been changed recently by pushing into practice the “Right of Children to free and Compulsory Education” which is compulsory to implement from April 1, 2010 onwards.

Access	99% of the rural population has a primary school within 1 km. 366559 new schools opened till September, 2010.
Gross Enrolment Ratio	GER increased in 6-14 age groups to 114.37 in 2008-09 from 96.3 in 2001-02 at the primary level and to 76.23 in 2008-09 from 60.2 in 2001-02 at the upper primary level.
Gender Parity Index (GPI)	Improved from 0.83 in 2001-02 to 1.00 in 2008-09 at primary level & from 0.77 to 0.96 at upper primary level.
Dropout Rate at the primary level	Reduced by 14.10% to 24.93% in 2008-09 from 39.03% in 2001-02. Dropout rate for girls declined by 16.98% points during same period.
Pupil-Teacher Ratio	In 2008-09 the PTR at the national level was 44:1 for primary and 34:1 for upper primary level. 11.13 lakh teachers recruited by December, 2010.

Source: Annual Report 2010-11, Department of School Education & Literacy and Department of Higher Education, Ministry of Human Resource Development, Government of India.

As for the year 2011-2012, under SSA budget the Union budget ministry have laid apportion an amount of Rs 21,000 crore, which is nearly 40% higher than the last year budget for SSA.

SUGGESTIONS

- (a) India has to expand on all aspects which have effect on value of higher education system. This can be done by setting committees or framing organizations so that they can keep track of activities and improve on considerable factors. Thus, the submissions of these committees and organizations must be implemented.
- (b) India has to take healthier steps to develop gross enrolment ratio by growing public spending on education.
- (c) Government can also make efforts toward providing free or affordable education to all till graduation.
- (d) Government must take steps to develop the number of inbound mobile pupils by increasing the public expenditure on programs or participation in global fairs.

CONCLUSION

We can conclude that all the positive relevant steps have been taken to cater the changes demanded in the education sector. However, implementation of these initiatives will be defining the key to success. Paper has discussed the timely reforms incorporated since Britishers era and teachings based upon different religious norms and we can say that the path covered wasn't that easy. Construction of walls, windows, doors and teachers are not sufficient to make a school, in India we have starving children working in the fields and factories, to earn their meals.

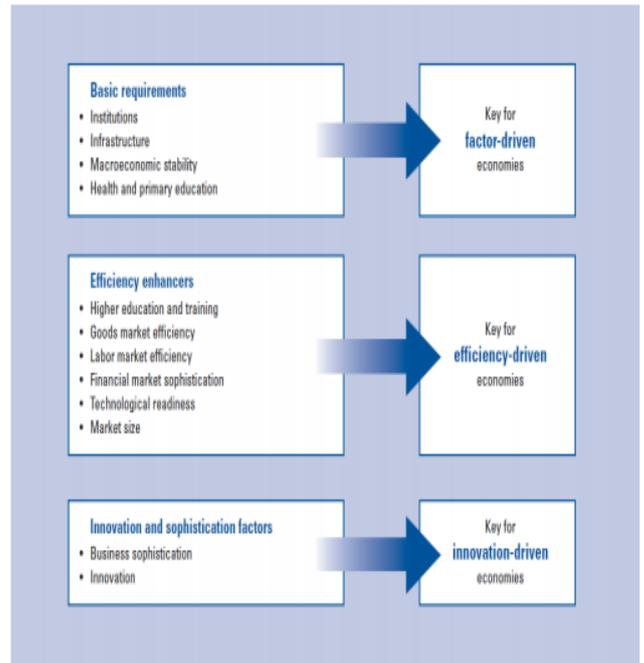


Figure 5: Pillars of effectiveness

The Vision and Mission of Education for all by SarvaShikshaAbhiyan will have to be inculcated and imbibe in one and all, including leaders, policy makers and followers that for every child born deprived and poor, there will be having a well-drawn plan, that make ensure that s/he doesn't remain so, for if we fail in providing the basic psychological needs of food and shelter and clothing to a child, she/he will never be able to see the light of the bright day, through education so it's not only the duty of Government to frame the policies but as a independent citizen of nation its duty of every one of us to ensure that the every child should be benefited by the basic human right of one education for all.

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