



Government of Tamilnadu

Department of Employment and Training

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Commissioner,

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EDUCATION

Introduction:

Primary Education in India Primary education or elementary education is typically the first stage of compulsory education, coming between early childhood education and secondary education. In India, the children in these classes are generally aged between 6 to 14 years. The comparative figures of duration of primary education in different countries is given in the table.

Primary Education System in India

The National Council of Educational Research and Training (NCERT) is the apex body for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. In India, the various bodies governing school education system are:

The state government boards, in which the majority of Indian children are enrolled • The Central Board of Secondary Education (CBSE) board. • The Council for the Indian School Certificate Examinations (CISCE) board. • Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband. • Autonomous schools like Woodstock School, Auroville, Patha Bhavan and Ananda Marga Gurukula.

Right to Education: The 86th Constitutional Amendment, 2002 inserted Article 21A in the Constitution, making the Right to Education a fundamental right. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010.

Main provisions of the act:

- Every child between the ages of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school, till completion of elementary education.

- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- Where a child above six years of age has not been admitted to any school, or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- The appropriate government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of this Act.
- The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

Enrolment:

- Primary school enrolment in India has been a success story, largely due to various programs and drives to increase enrolment even in remote areas. Enrolment has reached at least 96 % since 2009, and girls make up 56% of new students between 2007 and 2013.
- Access to schools- Improvements to infrastructure has led to better access to schools. India now has 1.4 million schools and 7.7 million teachers so that 98 per cent of habitations have a lower primary school (class I-V) within one km and 92 per cent have an upper primary school (class VI-VIII) within a 3 Km walking distance.
- MDG Goal 2- India is on the path of achieving the Millennium Development Goal of universal primary education by 2015.

Private Sector's Contribution to Primary Education

- Private sector is making huge inroads into education in rural India. By 2019, when the RTE Act would complete 10 years, private sector will be the majority service provider.
- The private sector involvement will also be strengthened by 25 % quota of the government (under the RTE Act).
- Besides private schools, parents also spend considerable amount of money on private tuitions, making quality education more inaccessible to people without money.



General Issues in Urban Schools

- Teaching and learning methods used in most schools discourage questioning, learning, application and creativity.
- An education system focused on exams and marks ("factory approach") has produced few world-class creators and original thinkers.
- Teachers are the missing link in Indian education. Although demand for quality teachers greatly exceeds supply, the teaching profession has become a profession of last resort attracting either low calibre individuals or people for whom teaching is a hobby or only a supplementary source of family income.
- Teacher training and education institution standards have declined over the years and little effective knowledge and skill transfer takes place. Like much of the education system, teacher education has become pedantic and is divorced from application. A degree in teacher education is no longer therefore a guarantee of teaching skill.

Some Suggestions

- **Teacher Education** The lack of learning in India's schools call for changes to teacher education. A collaboration between foreign universities' schools of education with Indian teacher training institutes is necessary. Such a collaboration could help build capacity and upgrade teacher education both in terms of curriculum and pedagogy, which is much needed in Indian teacher education institutions like the District Institutes of Education and Training. o Such collaborations could be facilitated through technology, collaborative research projects, teacher exchanges, and subsidized online courses for teachers in India.
- **Building Good Assessment Systems** Good assessments are useful at the classroom level for teachers to gauge their students' understanding and also to inform policy. The need for regular and useful assessments in India is something that Indian departments of education are focusing on at the central and state level.

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- Gender studies education: Boys and girls should be taught to think about gender equality from an early age and the curriculum should include gender studies with appropriate teacher training.
 - Skills Development: Making education more practically relevant to the labor market should be a priority.
 - Resources: Currently spending on education is low in India, and stands at 3.4 percent of the GDP. This needs to be increased.

University Grants Commission is the main governing body at the tertiary level, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by autonomous institutions established by the UGC. These institutions include: AICTE (All India Council for Technical Education), NAAC (National Assessment and Accreditation Council), MCI (Medical Council of India)

Achievements of Higher Education

- Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs), International Institute of Information Technology (IIIT-H), University of Mumbai and Jawaharlal Nehru University have been globally acclaimed for their standard of education.
- The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India.
- Foreign universities actively seek Indian students.

Issues Related to Higher Education in India

- Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organizations, developing sophisticated financial methods to siphon off the 'profits'.

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- Regulatory authorities like UGC and AICTE have been trying to extirpate private universities that run courses with no affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes and colleges.
 - One of the fundamental weaknesses of the system is lack of transparency and recommendations have been made to mandate high standards of data disclosures by institutions on performance.

Foreign Universities in India Present rules permit foreign universities to collaborate with Indian partners through various mechanisms. However, few globally renowned universities collaborate with India. Moreover, for opening a campus in India, an educational institution needs to be in the top 400 in one of three global rankings:

There are three views on the issue of foreign educational institutions operating in India:

- Proponents argue that it would increase choices for students and enhance competition in the sector. Indian students pay heavy tuition fees to foreign universities. It will help Indian students get foreign education at an Indian price. Additionally, it will help those Indian students who are unable to go abroad due to financial constraints.
- Secondly, there are some experts who support limited entry based on the reputation of the institution.
- Opponents argue that it would limit access and lead to commercialisation. It is not a great idea to aim for foreign investment in education when there is under utilisation of domestic capital in the sector. High ranking educational institutes are reluctant to open new campuses for the fear of brand and quality dilution.

Initiatives taken by the Government

- Government is planning to bring 800 experts, industry experts and researchers from across the world to teach in institutions in the country, with no cost to the students.
- The Government is also planning to digitize every certificate of the students, from school level to the higher education level. Opportunities and Suggestions Given its low-cost education structure, India presents one of the best

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opportunities in the world for generating returns from investment in education. Modest injections of capital and resources can produce significant improvements in education quality and output.

- With the given resource limitations, a case can be made to focus on low capital-intensive skill-based education.
- The best students enter the teaching profession because the social status of a teacher is very high. We need such a system in India.
- The government must help students with more scholarships. But a student should be in a position to avail of the scholarship irrespective of whether he attends a government or private institution.

Linkage between Education and Social Development

The aim of this study is to explain the role of education on social development and progress, individual development and progress and to explain the dynamic relationships among these concepts. Education is not only an institution but also a procedure taken place in society. If these concepts are ordered in terms of their functions, the society is aim, and the education is an avoidable tool to make this aim come true. Development and improvement are based on socio economic decisions of the politicians to improve the welfare of individuals. At the present day, development and improvement, not only on people's material needs, the development of their social conditions, is related to the realization of their hopes.

Impact of Education on various fields

Social change has also been viewed as part of cultural change which covers all changes that occurs in any branch of culture like art, science, technology, philosophy, and also changes in the forms and rules of social organization. It needs to be noted that no part of culture is completely unrelated to the social order.

- Education and its role in social transformation like in terms of higher age of marriage, child planning and better health parameters.
- Education as a tool to loosen the grips of superstitions and traditional restrictive beliefs.
- Education as a tool for political enlightenment.
- Education as a tool for gainful employment.

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- Education and growth of globalization.
 - Education as a harbinger of modern democratic values.
 - Education and decrease in inequality and decreasing gap between developing and developed countries etc.
 - More educated individuals are usually more productive workers.
 - Educated citizens are more informed and usually translates into more active voters.
 - It is been observed that Educated Families have access to financial assistance through education grants and loans.
 - Public education helps in redistribution of Income. All Child in households, no matter what their parents income level are, must be provided with education. This will ensure fair income distribution in the future.
 - The well governed Government public schools that provide free education, gives every child (rich or poor) the chance to learn and develop his/her skills.
 - “A stable and democratic society is impossible without a minimum degree of literacy and knowledge on the part of most citizens and without widespread acceptance of some common set of values. Education can contribute to both. In consequence, the gain from the education of a child accrues not only to the child but also to other members of the society”
 - Societal and natural conditions determine the role and the function of education. Within the relationship between education and society, the most salient feature of education is its communal side. The social context is imperative for education to function well. Society and education complete each other.
 - Development and progress are to change the structure of a community by following the socio-economic policies in order to improve the prosperity levels of individuals. From this perspective, development is both an economic and an educational process.
 - Community development is an overall development. In this respect, educational system and economy are two closely related social institutions. Schools as an important component of educational system provide instruction and personality formation which enables economic progress and community development.

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- Development and progress also means a constituent which emerges and develops on its own. Development in every field within the social structure is a part of a general community development and change and is closely related with other institutional structures in the community.
 - Community development is an overall development. In this respect, educational system and economy are two closely related social institutions. Schools as an important component of educational system provide instruction and personality formation which enables economic progress and community development.
 - Education involves all experiences that an individual acquires inside or outside the school. In this respect, education is a quite significant process generating the basic foundations of socio-economic development. It is not sufficient to evaluate the value of education in terms of vocational knowledge and skill.

Questions:

1. Explain the initiatives taken by the government to improve the educational standard.
2. Describe about the primary education system in India.
3. Impact of education on social development in India scenario- Elaborate.

