

EDUCATION TOWARDS BETTER INDIA: A REALITY CHECK

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ABSTRACT

Education is one of the most important tools for the formation of human capital in a country, which is one of the fundamentals of the development of social infrastructure. Provision of better educational facilities is not only the economic duty of the government of a country rather it is its moral duty as well. The Government of India is also trying to develop this key factor of social infrastructure of our country, but still the level of education in India is not up to international standards. This research paper is an attempt in this direction to find out various causes of low development in the field of education in India. This research paper is based on secondary data collected through various government and non-government agencies as well as from various web sites. Three parameters of backwardness of educational standards are set up i.e. Government, Society and the Students themselves. The research concludes that low government expenditure on education; stress and anxiety created by the society especially by the parents and the lack of power of understanding among the students were the main causes behind low standards of education in India. Therefore, it is necessary that all these three components involve in the process of education should cooperate with themselves in order to make educational standards up to the mark.

KEYWORDS

Government Expenditure, Personality Development, Youth Development etc.

INTRODUCTION

Education is said to be the modification of behaviour whose aim is to develop the overall personality of the child, which includes all the aspects of the personality like intellectual, moral, social, emotional etc. Education is said to be effective only and only if it achieves all the above said objectives and thus works for the betterment of the society. Education is said to be successful when it is able to convert humans into human capital who are skilled, expert, able, and efficient and can use their skills for the development of the society and the nation. Education can achieve these very objectives only when those who are responsible for its implementation take it seriously and these are government, society, teachers, and the students themselves. If all these components work together and in tandem with each other, only then a better society can be thought of.

Today we are seen suicide among the students and this tendency is increasing day by day. Students are facing stress and anxiety, which is created by their parents and their teachers. They have only conceptual knowledge and they do not even know the basics of things they are learning. They learn for cramming sake only and only to get good academic scores and they are not even bothered about the conceptual clarity. They only stresses upon marks and this rat race of marks is generated in their minds by their teachers and their parents and by the policies of the government in which academic marks is the only criteria while providing jobs to them. So, they are running behind marks only. However, this scenario has destroyed the basic aim of education and this is the reason that we are way behind the phenomenon of the construction of new knowledge because we are not at all interested in the construction of new knowledge, as we are only satisfied with the cramming of existing knowledge.

But if we look it from a long term perspective, we found that this type of educational knowledge can only help us in the short run as it is not sustainable in nature. Therefore, we have to re-think about the knowledge we are providing to our students as no nation can tolerate such a huge loss of its human capital. Therefore, we have to make all the persons and the institutions involved in the process of education efficient and effective and to be ensured that each of these plays their role with full dedication, only then we can be called a better society.

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This research paper is an attempt in this area of finding out the causes of backwardness of educational standards in India and to provide effective solutions to these problematic causes, so that the standard of education can be improved and it can be made competitive with international standards.

REVIEW OF RELATED LITERATURE

Rastogi P. and Kochar S. R. (2016) carried out a prospective cum retrospective study in the Department of Forensic Medicine and Toxicology, Mahatma Gandhi Medical College & Hospital, Jaipur w.e.f. 2004- 2008. They concluded based on their research work that during this period out of total 627 autopsies performed, 223 were found as suicidal deaths. In these 223 cases, 88 cases ended their life by poisoning, rest of them in the decreasing order are as follows: Train Run-over (55), Hanging (43), Drowning (20), Alcohol (9), Burn (4), Celphos Poisoning (3), Insecticides Poisoning (1). This clearly indicated that availability of highly lethal suicidal method and rate of suicide were interrelated. During the study, it was found that three new innovative methods of committing suicide among the youth were carried out.

Jain A. (2015) conducted this study to find out the prevalence of suicide ideation and its associated risk factors among medical students at Mangalore, India. This pilot study was conducted on medical students by using a self-administered questionnaire. Data was collected from second year students on baseline characteristics, habits, thought of suicide ideation, and thought of life as burden. The collected data was analysed using SPSS V.11.5. χ^2 test was used to determine the risk factors and their significance was reported at $p < 0.05$. Results indicated that out of 305 students who filled questionnaire completely (response rate 87%), 119 (39%) were males and 186 (61%) were females. Around 8.3% ($n=25$) admitted alcohol consumption, 4.3% ($n=13$) were smokers, 3% ($n=9$) admitted to having tried/done substance abuse. More than half (172; 56.39%) were dissatisfied with academic performance ($p=0.002$), 34 (55.7%) students had broken up with their close friends ($p=0.009$), and 20 (6.56%) felt neglected by the parents/family. One fifth of respondents (61; 20%) had reported suicide ideation, 24 (7.9%) have given serious thought to committing suicide, 28 students (9.5%) consider their life as a burden. The study also concluded that dissatisfaction in academics, neglect by the family, and break up with close friends had significant association with suicide ideation. These issues could be tackled by counselling. The awareness generated could be helpful in avoiding suicide.

Sayantana G. D. and Monojit C. (2015) examined the empirical relationship between public primary, secondary, and tertiary education expenditure and economic growth of India using time series econometric analysis for the time 1951-2011. The econometric analysis indicated that all the sectoral education expenditures positively affect GDP growth from 1980 onwards when the country started to shift from a state-led growth model towards a pro-business regime. They argued that the labour market characteristics and the institutional structure were responsible for the lack of effectiveness of education spending prior to 1980s. Before the 1980s, the public sector was the principal operator in the Indian economy, private sector participation was minimal, and bureaucratic jobs were the most attractive jobs, which were unproductive and highly rent seeking. Such a situation discouraged proper utilisation of the skilled work force and hence the education expenditure did not exhibit the desired growth effects. With the onset of reforms, industrial and service sectors expanded creating more job opportunities and thus there was better utilisation of the educated labour pool. As a result, the effect of education expenditure started to be felt as the human capital was put to better use.

Dongre, A. Kapur, A., and Tewary, V. (2014) examined in their study that since 2012, there had been some important policy shifts. The 12th Five Year Plan explicitly articulated learning improvement to be a key policy goal. This was followed by MHRD's renewed articulation of the importance of meeting the learning challenge. Consequently, MHRD launched the 'Padhe Bharat, Badhe Bharat' scheme with a focus on learning. However, was this going to be enough to solve the 'learning challenge'? This scheme was a good starting point but the need of the hour was to rework the education system such that it moved away from its preoccupation with input delivery to one that prioritise learning outcomes. This pre-occupation had left us in a situation where means to an end have become an end itself. How to get the system to prioritise learning outcomes not just in policy documents but also in actual practice, i.e. in terms of plans, finances and actions of education bureaucracy all the way down to schools was going to be India's greatest challenge in elementary education in the next few years.

Khan N. B. M. (2013) examined the role and amount of public expenditure on education in the state of Karnataka. With the help of a longitudinal study, he concluded that the role of education in nation building is not merely a question of social equity and equipping persons for securing employment; it is much more than that, and this is universally recognized. The human resource development revolution has also placed investment in education on the priority list of Governments across nations. In-line with Wagner's law of increasing State government activity, total public expenditure has registered a positive compound annual growth rate of 29.8 % over a period of 20 years. Though expenditure on education had increased in nominal terms, in real terms, expenditure on education had decreased. Despite difficulties in fiscal conditions, the state of Karnataka had managed to keep expenditure on education in between 2-4% of net state domestic product.

Lakshmi V. (2010) conducted a study on the pattern and number of suicide in India among the youth in the year 2010. She concluded that the suicide rate in India was 10.3 during this period. In the last three decades, the suicide rate had increased by 43% but the male female ratio has been stable at 1.4:1. Majority (71%) of suicide in India were by persons below the age of 44 years, which imposed a huge social, emotional, and economic burden. Several studies revealed that suicidal behaviours were much more prevalent than what was officially reported. Poisoning, hanging and self-immolation (particularly women) were the methods to commit suicide. Physical and mental illness, disturbed interpersonal relationships and economic difficulties were the major reasons for suicide. The vulnerable population was found to be women, students, farmers etc. A social and public health response in addition to a mental health response was crucial to prevent suicidal behaviour in India.

RESEARCH GAP

From the analysis of the above research work, it is found that though many researches had been conducted about various aspects of the problems of education sector in India. Out of these studies, some of them are concerned with the expenditure done by the government sector on education and the suicidal tendencies of the youth. However, no one is related with the root cause of these problems i.e. why the government is not spending much for the development of education? Why the youth is committing suicides? In addition, why this tendency is being on the increase in the recent past? This study is an attempt to bridge this gap. This study is a detailed description of the various problems of education sector and various causes behind these problems, so that by analysing these causes a constructive solution of these problems can be found out and the youth will be provided with an educational system that can fulfil their needs and aspirations.

OBJECTIVES

This research papers handles the following objectives:

- To evaluate the expenditure done by the central government on education in the recent past.
- To evaluate the enrolment rate of students at different stages of educational process.
- To evaluate the suicidal tendencies among the youth of India in the recent past.
- To evaluate various types of crimes done by the youth of India in the recent past.
- To evaluate various causes responsible for the non-development of a constructive educational process which can fulfil the needs of the youth.

Focus Area

The present paper focuses on the evaluation of the process of education in India and various types of problems encountered by this. This study is an attempt to make it very clear that why the teachers, the academicians, and the policy makers are not able to make education student friendly. In addition, what are the various impacts of this failure of our policy makers by not considering education as their priority sector, which the society is being faced now a day?

Data Collection Work

Secondary data had been used in this study. The required data was collected with the help of various website sources, Ministry of Human Resource Development, National Crime Register, various newspapers and other sources from which the relevant data can be obtained.

RESEARCH METHODOLOGY

Research Design

An empirical research design was used for the present study. Not making education student friendly and society friendly because of which various problems have been crept in our modern day society had conducted the study about the empirical investigation about the various causes of the failure of the government and its various agencies. This study is an attempt to provide empirical data related with various policy issues of the government about educational process and their true impact on the society and finally to evaluate the effectiveness of these policies of the government.

Time

The time period for the study was taken as 2012-13 to 2018-19 and an empirical investigation is done in this time period of the various policy issues of the government and its true impact on those for whom these policies were intended to make and to evaluate whether these policies have been proved effective in achieving their objectives or not?

Parameters of the Study

In the present study, the analysis of the trends and discrepancies found in the education system of India is done with reference to the following parameters:

- Expenditure done by the central government on education in the recent past.
- Enrolment rate at different stages of educational process.
- Suicidal tendencies among the youth in the recent past.
- Crimes done by the youth in the recent past.
- Various causes responsible for low educational standards in India.

FINDINGS AND DISCUSSION

The major findings of this research and the analysis of data is shown the following tables:

Table-1

Year	Expenditure on Education the Central Government (% of GDP)
2012-13	3.10
2013-14	3.45
2014-15	2.80
2015-16	2.40
2016-17	2.60
2017-18	3.71
2018-19	2.70

Sources: Authors Compilation

As we can evaluate from the table that the expenditure done by the central government on education as percentage of its GDP is on a fall right from 2013-14. However, it shows a rise in the year 2017-18 but again in 2018-19 budget it decreases from 3.71% to 2.70%. It shows the level up to which our central government is serious about the development of education in India, which is one of the most fundamentals of social development of the country. With such a small percentage expenditure on education, it is not possible to develop the process of education and to make it student friendly. If we talk about the expenditure of the developed countries of the world on education it ranges from 12% to 15% of their GDP, but in case of India, it is much less, as it ranges from 3% to 4% of GDP.

Table-2: Enrolment Rate at Different Levels of Education in 2018 in India

Stage	Enrollment Rate in Percentage
Initial	100
Elementary	94
Secondary	75
Senior	70

Sources: Authors Compilation

From the table, it is clear that there is a continuous fall in the rate of enrolment at higher levels of education. If we assume 100 percent enrolment of students at the initial level, then only 70 percent of the students are able to reach at the senior secondary level. Apart from this, the rate of enrolment at the college level and the university level is very low which clearly indicates that our education system is not inclusive as it excludes a huge number of students from the educational system. With such low standards of educational qualifications, the youth of India is not able to get good job opportunities and hence there is a huge loss of human capital. In such a situation, we can never call our education as student friendly.

Table-3: Caste wise Enrolment Rate at Different Levels of Education in 2018 in India (in %)

Caste	Initial	Elementary	Secondary	Senior
General	100	96	81	74
SC	100	92	71	65
ST	100	91	67	61
OBC	100	94	75	73

Sources: Authors Compilation

The table clearly shows caste wise enrolment rate in India in 2018. From the analysis of the table, it is clear that there is drastic fall in the rate of enrolment in case of SCs and STs as compared to general class and OBCs. It proves that the government policies regarding the benefit of the weaker section of the society are not able to fulfil the desired aim and these weaker section people are not able to take full advantage of the opportunities provided to them by the government and this is the biggest hurdle in their social development. Therefore, the government should make its policies more effective, so that it can benefit all.

Table-4: Gender wise Enrolment Rate at Different Levels of Education in 2018 in India (in %)

Gender	Initial	Elementary	Secondary	Senior
Boys	100	94	75	70
Girls	100	94	75	70

Sources: Authors Compilation

From the analysis of the above table, it is clear that there is no difference between gender wise enrolment rate at different levels of education in 2018 and it remains same throughout the year. In the case of students of both the sex, there is a continuous fall in the rate of enrolment as the level of education increases, which also shows the failure of the government to provide this basic facility to all the citizens of the country.

Table-5: State wise Enrolment Rate at Different Levels of Education in 2018 in India (in %)

State	Initial	Elementary	Secondary	Senior
Jharkhand	100	83	53	30
Arunachal Pradesh	100	80	56	38
Bihar	100	89	54	46
Gujarat	100	97	74	68.3
Delhi	100	100	89	79
Punjab	100	97	89	84
Kerala	100	100	87	85.6

Sources: Authors Compilation

It is often said that there are regional imbalances as far as the provision of educational facilities is concerned among developed and underdeveloped states of India. The above table proves this point. In developed states like Punjab and Kerala, it is almost 85 percent at the senior secondary level and at the same time, it is 30-38 percent in underdeveloped states like Jharkhand and Bihar. It proves the concentration of educational facilities among the developed states only while the underdeveloped states are far lagging behind.

Table-6: Student Suicide in India from 2010-2017 (in %)

Year	Number of Suicides	Year	Number of Suicides
2010	21.6	2014	14.2
2011	19.0	2015	6.60
2012	15.4	2016	9.80
2013	18.5	2017	9.80

Sources: Independent Survey among 9-12 Class Students of 10 Steel Cities of India

An independent survey done by an NGO from 2010-17 shows great loss of youth power in India due to their suicide in between their educational process due to stress and anxiety as these students are not able to handle the pressure created by the peers, parents and the society and they started feeling themselves helpless and the resultant effect is suicide. This suicidal rate is higher in the field of engineering, medical, civil services where there is a lot of pressure created in the minds of the students. It also shows that still our education is not student friendly, which causes loss of youth power and hence human capital.

Table-7: Number of Cases Registered against Juveniles in Different Sections of Law

Year	Name of category	Number of Cases Registered
2005	Juveniles in conflict with law	18939
	Total cognizable IPC Crimes	1822602
2015	Juveniles in conflict with law	31396
	Total cognizable IPC Crimes	2949499

Sources: National Crime Register

Table-8: Number of Cases Registered against Juveniles in different Crime Categories in 2017

Name of Category	Number of Cases Registered
Murder (Section 302 IPC)	853
Rape (Section 376 IPC)	16988
Kidnapping and Abduction	1630
Dacoity	193

Sources: Authors Compilation

The basic aim of education is considered the modification of behaviour. Still it seems a distant dream and the data shows that our education is not yet successful in bringing about the desirable changes in the behaviour of the students and convey them the real meaning of education. Table 7 and Table 8 show how our youth s going towards crime at an increasing rate. The number of cases registered against juveniles in the subsequent years is on an increase. It shows that our education is not successful in improving the mind setup of the society. In these years, the Percentage cases of Juvenile in conflict with law to total cognizable Crimes has ranged from 1.0 to 1.1, the Rate of crime under cases of Juveniles in Conflict with law has increased from 1.7 to 2.5.

Responsible Factors for Low Educational Standards in India

From the analysis of the above tables, we can conclude that the educational standards in India are not according to the international standards as they are far lacking behind the ultimate objective of making education student friendly and to achieve the objective of their overall personality development. However, if we look at the causes behind this phenomenon, we can say that there is not a single factor responsible for this problem rather there are a group of factors. However, for the sake of analysis, we can divide these factors into three parts. A detailed description of these parts is given as:

The Government: Education in India is found its place in the concurrent list of Indian constitution and thus it becomes the responsibility of both the centre and the state government to develop this very aspect of social development of the country. However, if we make an analysis of the role of the government in this aspect, we found that the government is not playing its role properly as:

- Expenditure done by the Government of India on the development of education is not enough that can develop it fully and make it student friendly and child cantered. As we have already mentioned in Table 1 that the expenditure done by the Government of India as a percentage of it GDP is far less than the international standards and with such a low expenditure we cannot expect from education to develop fully.
- It is clear from the above explanation that education is not in the priority list of the government. It is a fact that the total expenditure on defence of India is far more than its expenditure on education. So, with such a thinking it is not possible to make India a better country as far as the social development is concerned.
- The main disadvantage of Indian education system is that it lacks vocationalisation, as it is only bookish in nature. It does not enable the students to earn rather it makes them able only for the white colour jobs which are not easily available these days. Therefore, the students are not interested in taking such a type of education and consider it a wastage of time.
- The main defect of Indian education system is also on the policy side as the educational policies are mad by those persons who are not at all related with the process of education. Basically, these policies are framed by politicians who are not concerned with the ground reality and academicians, teachers and other persons actually involved in the process of education doesn't find their place in the policy making.

The Parents and the Society: Home is considered the first school of the child as it provides basic informal education to the child and mother is considered the first teacher of the child. The same can be said about society where the child gets informal education. For better educational standards, it is necessary that these aspects should play their role appropriately. However, these aspects are not doing a sad reality well for the child. It is clear from the following points:

- Now a day, the parents stressed upon marks, academic success of their child is the only criteria for them to identify their child as successful one, this tendency among the parents is causing stress and anxiety among the students, and sometimes they are not able to cope up with these adverse circumstances and commit suicide. Therefore, the parents need to be very careful while setting up educational objectives for their child.

- Huge expectations of the parents are also a cause behind the scenario of a non-student centred or non-student friendly education. Parents want from their child each thing, which they themselves are not able to achieve in their student life. In psychology, this tendency is called identification. This also creates stress in the mind of the child.
- Peer pressure created by the society is also one of the major factors responsible for a backward educational system. Comparison among marks, achievements and many other things becomes a regular phenomenon, which also creates stress among those who are not able to handle the workload and to run in this rate race of marks.

Students: To a huge extent, the students themselves are also responsible for low standards of education as they themselves are not aware about the education they are getting in the schools or colleges. They have only made education a process of getting marks and nothing else. Here is a list of factors related which are related with students, which makes education not able to achieve its true objective:

- Student does not ask questions in the class from the teacher. It is because they are not at all concerned with what the teacher is teaching in the class, as they know that they can learn the content from internet or from the tuition. Therefore, they go to class only for the sake of attendance.
- The above factor leads to lack of concept clarity among the students. They do not know the real meaning of the content they are learning in the class. They are getting this for the sake of getting marks. This leads to low educational standards among the students.
- The main factor in this connection is that they want education only for the sake of getting a good job and they think that they can achieve it by marks and it is their biggest mistake because now a day approximately 24000 students done their B.Ed. in Punjab every year and it is not possible to give job to all of them in the organized sector and many of them have to shift to the private sector. However, private sector wants skills and expertise which is completely absent in them and this is the reason that they are not able to get jobs.

CONCLUSION

In the conclusion, we can say that there are various causes responsible for low academic and educational standards in India and if we want to make education really child centred and student friendly and want from it to fulfil the ultimate objective of overall development of the personality of the child. Each and every person associated with the process of education either it is the government or the society or the school or the parents or the student themselves have to work really hard in this direction, so that we can construct an educational system which can make India a developed nation and all our students can achieve high standards of personality and human development in the form of skill formation.

IMPLICATIONS

The current study is mainly concerned with various causes responsible for low academic and educational standards in India. As the study reflects that the government, society and the students i.e. all the three major components are responsible for this problem, so provides important analysis to predict the future policies and schemes for the development of this sector of our society. The study will be helpful to the academicians and researchers for further study in this respect.

FUTURE AREAS OF RESEARCH

A comprehensive study can be conducted in this aspect by taking into consideration some other factors responsible for this problem.



A comprehensive study can also be done by taking into consideration separate role of various agencies associated with the process of education like NCERT, AICTE, UGC, etc. So, that their comparative performance evaluation can be done.

As education is the concurrent list, so a comparative analysis of the performance of state and centre government in the process of education can be done.

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