



## **FEATURES OF INDIAN EDUCATION- A STUDY**

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### Abstract

Education has become as competitive as educational institutions. In order to survive, institutions must improve the quality of their services. The Right to Education Act has revolutionized the education system in India. Although there are many issues and challenges for the higher education system in India, there are many opportunities to overcome challenges and make the higher education system much better. It needs greater transparency and accountability. In this study, we examine the education scenario in India and also identify emerging issues and the challenge in education in India.

### **Keywords:**

Right to Education, Quality, Revolutionized, Education.

### Introduction

These two words, “quality” and “education” are commonly and carelessly used in every day discussion – especially among leaders and business men and women. Every leader promises to provide the populace with quality education. Many of such promises have come and gone without any remarkable impact on the quality of education provided to the populace. It is on records that many leaders, institutions, organizations and individuals have in various ways spent large amount of their resources to ensure that the objective of providing quality education is achieved. In most cases, the situation remains the same if not worsened. The big question one may ask here is, do such leaders or institutions or bodies understand what constitutes quality education? This is because a woman who doesn’t know the ingredients that make soup tasty may be given a huge amount of money – yet the husband may be tempted to sack her because of the nature of the soup she prepared. It is therefore necessary that the two key words, “quality” and “education” be defined. Having seen what quality stands for, let us now briefly define education before marrying the two words – for a better understanding of the concept “Indian Education” Today, education has become one of the greatest enterprises and has been defined in different ways by different people in different parts of the world and occupations. Generally, education can be regarded as an activity which goes on in a society and its aims and methods depend on the nature of the society in which it operates; So, education is sensitive to time, place and circumstances. This is because it is constantly changing, adapting itself to new demands.



## **Aims and Objectives of Education in India are given below:**

- As per the National Policy on Education (1968), the aim of education is “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 educational system to improve its quality at all stages, and give much greater attention to science and technology, the cultivation of moral values and a closer relationship between education and the life of the people.”
- The National Policy on Education (1986) reinforced these aims to state that education should further the goals of socialism, secularism and democracy enshrined in the Constitution of India.
- Education should strive to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of small family norms and inculcation of scientific temper.
- Education should foster among students on understanding of the diverse cultural and social characteristics of the people living in different parts of the country.
- Minimum levels of learning for each stage of education should be provided to ensure the quality of education.
- To promote equity, educational opportunity should >e provided in terms of access to education as well as the conditions necessary for success.
- Universalization of primary education, total literacy, adult education and provision of wider opportunities for continuing education are also some of the aims of education.
- To provide opportunities to those sections of the society which cannot avail of formal education, an access to education through open and distance learning?
- To establish network between different institutions in the country so as to facilitate research and development, education in science and technology and participation in all activities of national importance.

## **Features of Indian Education**

For one to claim that he is offering quality education to the populace, he must ensure the presence of the following conditions:

- Learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender – sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition HIV/AIDS preventive and peace.



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- Processes through which trained teachers use childcentred teaching approaches in wellmanaged classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

## Quality Learners

It is a common belief that quality learners make for quality education. The quality of the lives of children before they even start formal education greatly influences the kind of learners they turn out to be. What constitutes quality learners? They include health, early childhood experience and home support. For example, children who are physically and psychologically healthy learn very fast. According to, healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and successful formal school experience. They maintained that adequate nutrition is critical for normal brain development in the early years, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infection, disease and injury prior to school enrollment are important to the early development of a quality learner. Early childhood experience also contributes a lot in making them quality learners. Studies in many countries (Latin America, India, Philippines, Turkey, etc) have shown that children who participate in early intervention programmes do better in primary school than those who do not benefit from formal early child programmes. Effective and appropriate stimulation in a child's early years influences the brain development necessary for emotional regulation, arousal and behavioral management. A child who misses positive stimulation or is subject to chronic stress in the preschool years may have difficulty, with psychosocial development later in life.

Home support or family support for learning helps in producing quality learners. The role of parents in the upliftment of their children's education cannot be overemphasized. It has however been noted that often, some parents may not have the tools and background to support their children's cognitive and psychosocial development in schools. The level of education of parents has been picked as one of the great contributors to children's ability to learn in school. According to parental education not only influences parentchild interactions related to learning, but also affects parents' income and need for help in the home or school. Parents with little formal education may also be less familiar with the language used in school, thereby limiting their ability to support learning and participate in school related activities. For any meaningful learning to occur, the environment must be conducive for such learning. There are three principal elements that



constitute learning environment. They are the physical aspect, the psychosocial and service delivery elements.

### **Physical Element**

Here, we think of factors like modern and well equipped buildings, presence of adequate instructional materials, clean water supply, electricity supply, classroom maintenance, space and furniture availability, adequate library and a host of others. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Class size is yet another physical element to be considered. In many schools, up to 300 students are found belonging to one class found a relationship; class size has not consistently been linked to students' achievement.

### **Psychosocial Element**

This has to do with the provision of a welcoming and non-discriminatory climate. It concerns itself with the provision of peaceful, safe environments, especially for girls. For example, Republic of Guinea formed a high profile "Equality Committee, research to better understand various communities' needs and attributes, policy reforms related to pregnancy of schoolage mothers, the building of latrines for girls in schools etc. Welcoming this development added that efforts to improve the learning environment for girls were yet not fulfilled. He recommended that a lot more needed to be done that once girls gain access to schools, however, they may experience both direct physical threats and more subtle assaults on their confidence, self-esteem and identity. The journey to school may be unsafe, since many girls experience harassment and other physical attacks either on public transportation in cities or remote paths in rural areas. At school, physical assault including rape may be perpetuated against girls. Teachers' behaviours in most cases contribute to unsafe environment for learning. For example, sexual harassments, lack of discipline, violence of teachers towards students (punishment). No true learning takes place in an unsafe environment.

### **Non –Violence**

War and other forms of group and interpersonal conflicts clearly have an impact on the children's mental health and their ability to learn. A good example to cite here is the just recently kidnapped Chibok girls, in Borno State. Even if they are set free, they need long time rehabilitation for them to be psychologically stable and be able to go to school to study again.

### **Service Delivery**

When one talks of service delivery, the mind focuses on the provision of health services. Provision of health service contributes to learning by reducing absenteeism and inattention in school/class evidences from India and China show that children's illness is a primary cause for absenteeism. High quality physical, psychological and service environments in schools have been proved to have great impact on learning.



## **Quality Content**

Reference is hereby made to the intended and taught curriculum of schools national goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum. Good caricature content should as a matter of importance stress or strive to solve the problems in the society. The curriculum should be the one that emphasizes the following important areas:

- Student centered, nondiscriminatory and standard – based.
- There should be uniqueness of both local and national content.
- It should emphasize literacy or ability to read and write – since it is often considered one of the primary goals of formal Indian education
- The content should also lay emphasis on life skills. Examples of such life skill are hygiene, and vocational skills. Life skills curriculum pays attention on issues like attitudes, values and behavioral change, rather than seeking to provide young people with knowledge about a set topics.
- The content should also emphasize peace education. Peace education seeks to help students gain ability to prevent conflicts, and to resolve conflicts peacefully when they arise, whether on the intrapersonal, interpersonal, intergroup, national or international level. For example, if peace education is seriously emphasized and religiously implemented in Nigeria, may be, it would have gone a long way in solving the insecurity problem in India today.

## **Quality Processes**

In any learning endeavour, the process utilized in imparting knowledge matters a lot. Quality of great concern leads to quality outcome of quality of teachers is of great concern to any investor in education industry. There should be professional learning for teachers in order to help students learn, have deep mastery of both their subject matter and pedagogy Indian education percent of students are taught by teachers who had no training. This affects the educational quality since students achievement especially beyond basic skills, depends largely on teacher's command of subject matter. There is a common saying that – a teacher teaches what he knows. This implies that teacher development must be pursued with vigor if the objective of achieving quality education is to realized, noted that effective professional development are of many forms; it should not be limited to formal off site kinds of programmes. Dialogue and reflections with colleagues, peer and supervisors observations and keeping journals are all effective ways for teachers to advance their knowledge and external workshop training, in-service training and the use of interactive video technology are all devices that can improve teachers' performance.



It has been recommended highly that teachers pass through teacher education. Teacher education, both preservice and in-service, should help teachers develop teaching methods and skills that take new understanding of how children learn into account. A good curriculum should be child centered and relevant. That is exactly how the methods of teaching should be completely child centered. The teaching styles in many schools, however, remain traditional, teacher-centered and fairly rigid or even authoritarian. Teaching methods that facilitate active student learning rather than promote passivity and rote memorization should be recommended for use by teachers. Students should be allowed to practice since meaningful and active practice make perfect. Teaching and learning about life skills require interactive, student centered methods. Since skills are by definition active, competency is not likely to be developed without active practice by the students that are being taught.

For quality of Indian education to be guaranteed, the teacher feedback mechanisms should be monitored. Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to students needs. It is important to note that in assignment, both performance assessment and assessment of the factual knowledge should be encouraged. Indian education many teachers and educational systems continue to rely almost exclusively on traditional paper and pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills.

### **Teachers' Working Conditions**

This is one of the greatest factors that can make or mar that achievement of quality education in any part of the world (India inclusive). It is obvious that when a teacher's working conditions are alright, he will be happy to put in his best in his job and viceversa. Many things constitute these working conditions. They include among others: salary, retirement age, retirement benefits, and hours of work, leave allowances, lunch and social benefits. Let us just pick one of the above factors for illustration – say salary “. How much a teacher is paid determines his devotion to his duties. If a teacher at the end of the month, receives small amount of money that cannot feed half members of his family, he is likely going to look for alternative ways of making up the money. He may decide to open up a shop or get involved in other activities outside teaching. This development is not good for the teaching profession, as many teachers may sneak out of school before closures for their shops or other activities where they struggle for money to argument what they get in schools.

Another aspect to consider in condition of service is the condition of infrastructure, availability of textbooks and learning materials and class size. Poor remuneration coupled with poor infrastructure and the likes spell doom





to educational system of any nation. What can one write about Nigeria on the above factors? To worsen matters, not only that what the teachers receive is very poor, but they are not paid on time; Sometimes, teachers may be owed up to three months. All these antagonize the achievement of quality education. The effective use of technologies is another area of concern for any individual or nation that desires to improve the quality of education. Technology can be used to reduce global inequalities through such vehicles as internet – based distant learning, interactive video and educational television. In areas where electricity and telephone lines are available, such approaches to learning may contribute significantly to improve the quality of educational processes. Elearning eliminates the barriers of time and distance, creating universal learningondemand opportunities for people, companies and countries.

#### Quality Outcome

Many factors already discussed in this paper such as environment, content and processes are aimed at achieving quality outcomes. Assessment of the students and teachers activities is very important in order to determine the outcomes of their inputs. It is important to stress the fact that there are two forms of evaluation – formative evaluation and summative evaluation. Two of them should be used in any educational assessment. While the formative evaluation guides the teacher to know how well the students comprehend what is being taught, the summative evaluation helps to determine the overall knowledge of the students concerning what they have been made to pass through. This is why summative evaluation is used for certification purposes. It is good at this juncture to state that no matter whatever process the teachers adopted during the instructional period, quality outcome is the end product that determines whether those processes are appropriate or needs to be improved upon. To what extent are the teachers in Nigerian schools making use of both formative and summative evaluation during their constitutional programmes? The academic achievement outcome by most teachers has, most often, been used in a summative rather than formative way or both. He continued that formative evaluation tends to used primarily as a screening device to decide who can continue to the next grade or level rather than as a tool to help improve educational quality for individuals and systems. Academic achievement is often used as an indicator of school quality because it is easily measurable. Participant's health is also a measure of quality outcome. Students should receive services to improve their health such as treatment of illness and infection and school teaching programmes to improve nutrition as well as curricular that increases their knowledge and affects their behaviour related to health and hygiene.

Conclusively, one can say that quality education involves healthy learners, healthy environment, content that is reflected in relevant curricular and materials, process through which trained teachers are childcentred and



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beautiful outcomes are achieved. To this end, one wonders if Nigerian educational system is close to all to having quality education; Whatever may be the case, the answer to this question is subject to very hot debate.

## **Conclusion**

Indian Education is a unique and specialized Education system that is offered primarily to Indian students. It incorporates culturally relevant and inclusive elements not found in mainstream Education but is subject to many of the same mandates. The payroll structure of the teachers and the faculties, especially in the government institutions should be improved. This step will help in motivating the teachers to develop their skills and they will take a keen interest in grooming or shaping up a student's life and career. The government and other entities who are associated with the education sector, need to understand the importance of quality of Education. Education should be a holistic process that must focus on the overall development of the physical, emotional, social, and cognitive skills of a child. It needs to be a slow and cyclic process and must take place gradually to help the child develop into an autonomous, independent, and knowledgeable individual. An educated individual is an individual who should be able to contribute towards the betterment of the economic and social development of the society as well as the country.

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