

Date _____

Topic _____

NAME - MANJOT KAUR

SUBJECT - DATA ANALYSIS

COURSE - B.A PROGRAMME

ROLL No - BAP/17/304

PROJECT ON

EDUCATION SYSTEM

Date _____

Topic _____

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QUESTIONNAIRE

NAME -

AGE -

OCCUPATION -

GENDER

1. MALE

2. FEMALE

1. Are you satisfied with the current education system in India?

Yes No

2. Do you think there is some improvement in India education system?

Yes No Maybe

3. What do you think which education system is best?

Creativity & practical learning Theoretical learning

ABSTRACT

India is now considered a knowledge-economy. Despite financial constraints, higher education is changing significantly in terms of its content and context. Its immense contribution to the country's human capital and economic development is well accepted and acknowledged. However, many crucial issues still confront us. While the present system of higher education is still largely alien to the land and its traits, the fast globalisation seems to justify the end. Further, deficits in educational infrastructure are hindering quality in input and output. Last and not the least higher education is still inaccessible to lakhs of aspiring people, the marginalised. Thus, while the burgeoning expansion of the economy along with ~~growing~~ knowledge expansion is noteworthy, it does not go well with growing educated unemployment, apathy for good research, side-lining of humanities, increasing teacher burnout, indifference towards teaching-learning outcomes and life-long learning skills, low-key in accreditation etc. Much time and money is wasted over issues of admission policies, medium of instruction, private versus public universities and so on. Teachers and the students often get stuck with 'experimental' learning instead of moving to 'experiential' learning.

In this context the present paper analyses the needs of the system in making higher education viable, relevant and meaningful to society. Some suggestions and (re)orientations are

are also attempted to ensure balancing of quality with accessibility for the sake of universality and equality at the same time. It is time that we gave serious thought to making higher education a platform for freedom from inequality and exclusion. This is in-keeping with our version of a transformative society that is socially inclusive and economically progressive one in which all Indians feel valued and has the opportunity to participate fully in the life and activities of our society and economy. Essentially this means that all Indians will have the resource - available and accessible - and capability to learn, decide, work and enjoy equally for their growth and welfare. This is the essence of inclusive growth or broad based and sustainable development.

INTRODUCTION

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Development of any nation solely depends on the quality of human resources; and good human resource is produced through quality education. Education provides people with an opportunity to reflect on the social, cultural, moral, economic and spiritual issues and contributes towards the development propagation of specialized knowledge and skills.

Education in India dates back to its early civilization time where teaching and learning process revolved around the 'Gurukul System'. It was a residential concept wherein the students were educated under the guidance of a 'Guru' in different areas of religion, philosophy and science. Historians speculate that these centers had a remarkable resemblance to the European medieval universities that came up much later. The initial education system in India gradually got obscured due to subsequent invasions and disorder in the ~~cont~~ country. In the early modern age, the Islamic influences enriched the traditional learning centers and brought in the discipline of Geography, Administration, Law and Arabic Mathematics to India.

A major change in the design of higher education was brought by the European rulers. The higher education focused on languages, literature, history and philosophy. The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges, enrolling around five per cent of the eligible age group in higher education. The number of institutions in India is four times more than the number of institutions both in the United States and entire Europe.

India is dashing headlong toward economic success and modernization. It is counting on high-tech industries, such as IT and Biotechnology, to propel the nation to prosperity. Currently Indian higher education system has many favorable factors to its advantage. India has a large higher education sector, the third largest in the world. It uses English as a principal language of higher education and research and has an extensive academic tradition.

One of the most efficient ways of tackling the problem of poor education quality is by sharing the resources between private and public schools. It is vital to remember that the quality of education is directly linked to the resources available and it is important for the government to improve the resource allocation to bring about qualitative change in the field of education. To enable the higher education sector to take on the emerging competition from the Asian countries, there is a need to loosen the hold of the government over the higher educational institutions.

The new technologies offers vast opportunities for progress in all walks of life. The focus should not be on installing hardware but creating new, high-quality content such as intelligent

teaching system and tools that will help student to hone basic skills like reading and mathematics, and developing content in multiple Indian languages. Free high-speed internet connection can be provided to all schools through a simple scheme by which the government could reimburse internet service providers directly.

Currently, the curriculum in higher education is outdated in most cases. It is stale, dogmatic and teaches things that the world has moved on with. To infuse dynamism, the curriculum need to be progressive in nature. Students needs to be progressive in nature. Students need to be given the option of doing multiple courses. The spirit of curriculum should be projects-driven and not exams-driven.

REVIEW OF LITERATURE

- The first Education Commission (1948) under the chairmanship of Dr Radhakrishnan was appointed to examine the state of education in India and to make recommendations for its improvement. For the proper financing of education, the Commission recommended that education should be placed in the Concurrent list so that it welcomes the responsibility of both the central and the state government.
- Education Commission (1964-66) while commenting on the university finances, recommended that the University Grants Commission should be enabled to pay both development and maintenance grants and the state government be induced to pay their share of the university expenditure by means of block grants. It also gave a rather innocuous recommendation that Universities should be immune from direct public accountability of their expenditure.
Probably the first attempt on the part of the Government after Independence to look into the problem of financing of education in India was the constitution of a Committee on the Wages and Means of Financing Educational Development in India (1965). This committee recommended that ten percent of the central and twenty percent of provincial revenue should be earmarked for education.
- Ramarajan et al. (1979) carried out a study of the expenditure pattern per student of educational institutions in Jammu and Kashmir. The study revealed that the salary component was

was more than 80% of the total expenditure and thus very little was left for library and laboratory facilities of the institutions. Teaching cost, the study showed, might rise due to socio-political pressure; similar pressure was not exerted in getting the supporting facilities. The authors expressed the view that teacher cost and non-teacher cost of education was yet to be conceived for different levels and types of education.

- Gaerg (1985) studied the unit cost of education for the Punjab University. The objectives and function of study were (a) to examine the trends of expenditure incurred on the fulfillment of main objectives and function of the university, (b) to investigate these trends with regard to the level, variation and subsidization of unit cost (c) to analyze the suitability of cost functions in relation to the optimum use of the resource inputs; and (d) to estimate the level of private cost on various courses of studies. The period of study was from 1950 to 1975. Both the plan-non-plan expenditure were found to rise every year, science department had higher unit cost ^{than} ~~from~~ other departments; salary components dominated in all departments; economic status of the students studying on the university campus was better than those studying in the affiliated colleges; and demand for higher education was higher from households whose heads were in administrative and professional services and those practicing farming and business.

- The New Education Policy (1986) stressed on the appraisal of the prevalent education scenario and to make an assessment of the financing of the education. Two

basic achievement of the Policy. can be summed up as advent of computer revolution in India and the spread of distance learning system of education.

- National Institute for Educational Planning administration (NEPA) (1986)

sponsored a study that made a comparative analysis of the financial situation of higher education in Haryana & Kerala. The study reported the following finding:

- a) There was a decline in private initiative in higher education and thus a loss of major source of revenue.
- b) To make a break through in equity, there was the need for compensatory financing.

- Ramakrishnan (1987) made a study into the vital problem in areas of higher education, such as enrolment, expenditure, financing and planning; to assess the total cost in higher education under different budget heads; and to make comparison of expenditure in those budget heads. He also compared the amount of grants provided by different state agencies in higher education like the state government, the University Grants Commission etc. His finding suggested that the average annual expenditure on higher education showed increase both as a percentage of the total expenditure on higher education as well as in absolute terms.

OBJECTIVE OF STUDY....

Higher education deals with the tertiary level of education. Undergraduate colleges, Post-graduate college, Universities and centres, of advanced studies are coming under scope of higher education. As on 31.02.05, there were 342 Universities including 18 central Universities, 211 state Universities, 95 deemed Universities and 5 institutions established under state legislation and 13 Institutes of National Importances.

There were 17625 colleges, of which 5286 have been recognized by UGC. In 2004-05, an estimated 104.81 lakh students were enrolled in the institutions of Higher Education and the faculty strength was 4.71 lakh. Higher education has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. Therefore, the country's future depends on a massive expansion of education particularly at higher education level.

OBJECTIVE OF HIGHER EDUCATION

The University Education Commission 1048-49 have made

WISDOM AND KNOWLEDGE

Since education is both a training of minds and training of souls, it should give both knowledge and wisdom. No amount of factual information would take ordinarily into education would take ordinarily into educated men unless something is awakened in them. Therefore there should be inculcation of wisdom and knowledge.

AIMS OF THE SOCIAL ORDER:

Our education system must find its guiding principle in the aims of the social order for which it prepares. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot preserve our freedom.

LOVE FOR HIGHER VALUES OF LIFE

The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, but on the love for higher value of life. We must develop through for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race, colour, religions etc.

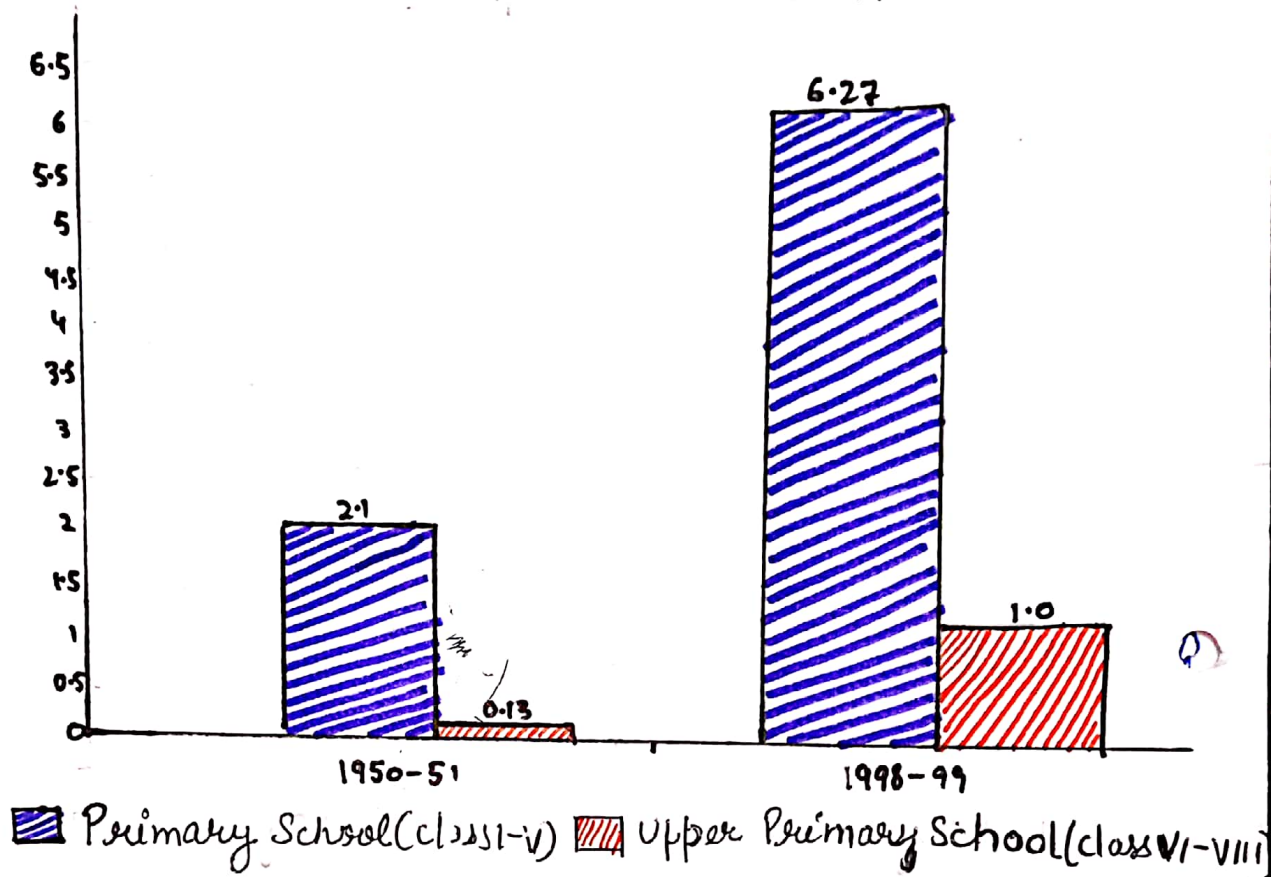
TRAINING FOR LEADERSHIP.

One of the important aims of higher education is the training for leadership in the professions and public life. It is the function of universities to train men and women for wise leadership.

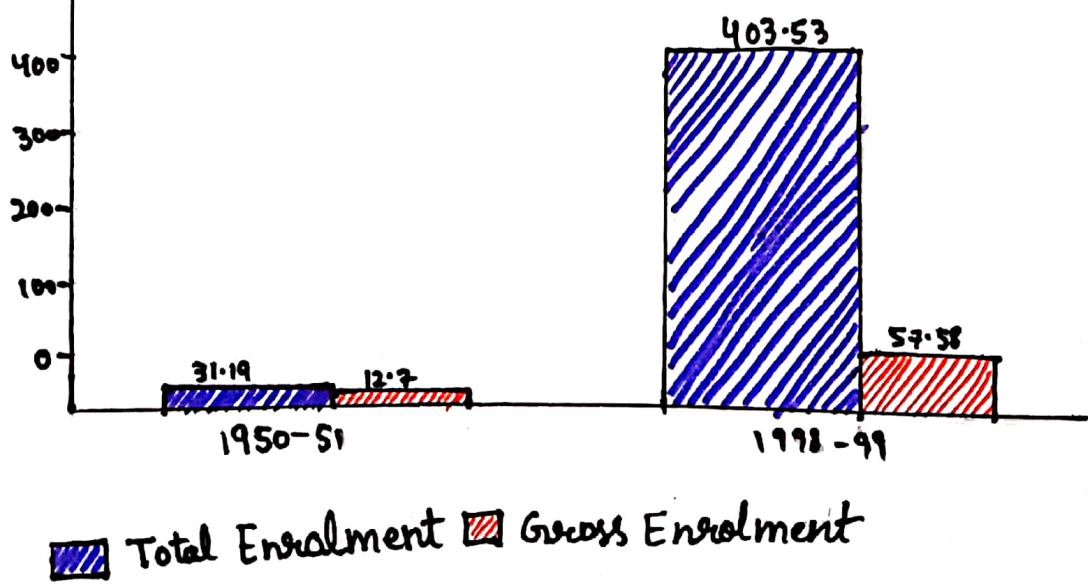
The Government lays special focus on imparting employment-oriented education, motivate students to be socially aware and commitment for social upliftment. The Government has notified National Skill Qualification Framework (NSQF) to enable a person to acquire desired competency levels, transit to the job market and at an opportune time, return for acquiring additional skills to further upgrade their competencies and ensure holistic development.

The All India Council for Technical Education (AICTE) has taken several initiatives such as National Employment Enhancement Mission (NEEM) and Employment Enhancement Training Programme (EETP) for improving the employability of the students coming out of the technical institution. AICTE has signed MOUs under EETP program with leading private companies for creating job opportunities for the students. Apart from this AICTE Council has approved a host of measures like mandatory internships, curriculum revision in consultation with Industry and industry-readiness training at the end of the course to improve the employability of the student coming out of the technical institutions.

Comparative Statement of Number of Institutions in 1950-51 and 1998-99



Comparative Statement of Number of Students (Upper Primary stage) in 1950-51 and 1998-99



DATA & ANALYSIS

The Indian Constitution resolves to provide quality education to all and in an effort to fulfill the educational need of the country specifically for the diverse societies and cultures of the country the government has chalked out different educational categories: Elementary education, Secondary education, Higher education, Adult education Technical and Vocational Education.

Elementary Education.

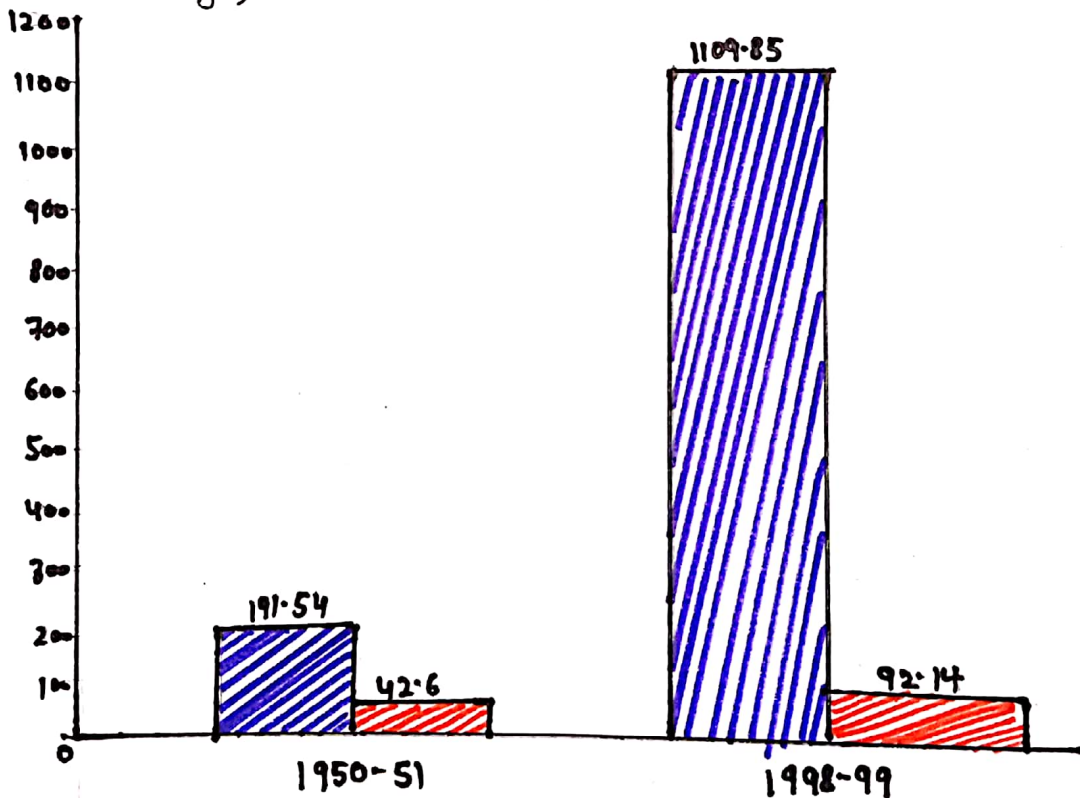
At the time of Independence, only fourteen percent of the population was literate and only one child out of three had been enrolled in primary school. The need for universal education for all children in the age group of 6-14 years recognized as a crucial input for nation building was given due consideration in successive Five Year Plans and has resulted in a manifold increase of spatial spread, infrastructure facilities, increased coverage of various social groups; but the goal of providing basic education to all continues to be elusive.

The elementary education system of India has expanded into one of the largest in the world. The number of primary schools increased from 2.15 lakhs in 1950-51 to 6.1 lakhs in 1997-98; the corresponding increase in upper primary schools

Literacy rate of 1951, 1961 and 1971 relate to population aged five year and above. The rates for the year 1981 and 1991 relate to the population aged seven year and above.

Year	Literacy Rate (%)			Number of Schools	
	Persons	Males	Females	Primary	Upper Primary
1951	18.33	27.16	8.86	215036	14576
1961	28.31	40.40	15.34	351530	55915
1971	34.45	45.95	21.97	417473	93665
1981	43.56	56.37	29.75	503763	122377
1991	52.21	64.13	39.29	566744	155926

Comparative Statement of Number Student (Primary Stage) in 1950-51 and 1998-99



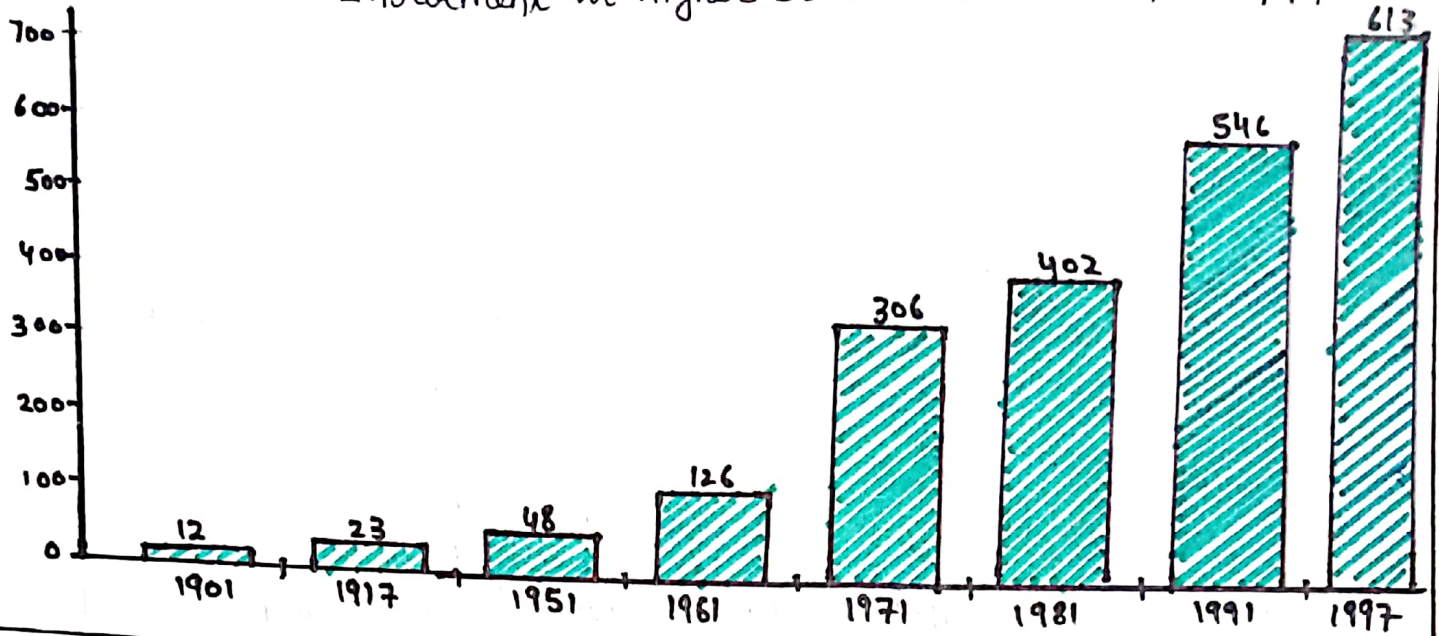
Total Enrolment (in lakh)
 Gross Enrolment Ratio (Percent)

was from 0.14 lakhs to 1.85 lakhs. These 8.17 lakh school together enrolled 110 children as compared to 19.2 lakh in 1951. Universal provision of education has been substantially achieved at the primary stage (classes I-V). An estimated 95 percent of the rural population living in 8.26,000 habitations has a primary school within a walking distance of 1 km and about 85.8 percent of rural population has an upper primary school within a walking distance of 3 kms. More than 150 million children are currently enrolled covering around 90 percent of the children in the age group of 6-14 years. Recent surveys on literacy rates indicate a phenomenal progress in the nineties and indicate a significant rise in the literacy level.

According to the National Sample Survey estimates, the literacy rate has increased about 12 percentage points in a period of six years, from 52.21 in 1991 to 64.20 percent by 1997.

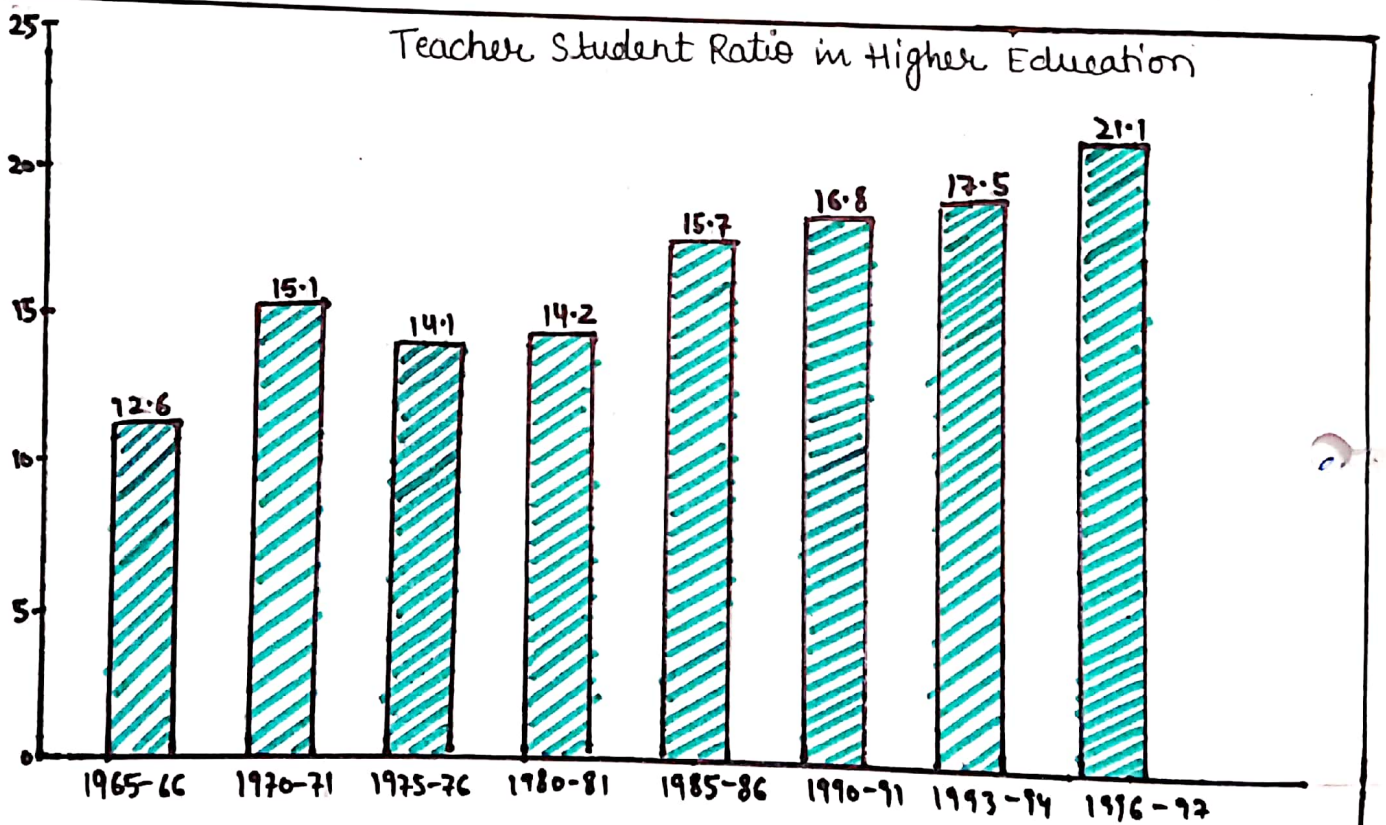
Since independence, there has been a substantial increase in enrolment at all levels of education, five fold from 19.2 million to 110.9 million in 1998-99 at the primary stage; 3.1 million to 40.4 million stage. The gross enrolment ratios of children in the age group 6-11 increased from 42.6 percent in 1950-51 to 92.14 percent in 1998-99. Likewise the group of age increased from 12.7 percent in 1950-51 to 57.58 percent in 1998-99 at the primary stage; 3.1 million to 40.4 million in the upper primary stage. The gross enrolment ratios of children in the age group 6-11 increased from 42.6 percent in 1950-51 to 92.14 percent in 1998-99. Likewise the gross enrolment of 11-14 years age group increased from 12.7

Enrolment in Higher Education India 1901-1997



Source: Higher Education in India: Vision and Action: Country Paper, India, National Commission for Cooperation with UNESCO, Department of Education MHRD, GOI, New Delhi

Teacher Student Ratio in Higher Education



Source: Higher Education in India: Vision and Action: Country Paper Indian National Commission for Cooperation with UNESCO Department of Education, MHRD, GOI, New Delhi.

percent in 1950-51 to 57.58 percent in 1998-99.

Higher Education.

At independence in 1947, India inherited a system of higher education which was not only small but also characterized by the persistence of large intra/inter-regional imbalances. Determined efforts were made to build a network of universities, and their affiliated colleges which provided tremendous outreach to a country of vast diversities in language as also in prevailing standards of education at the lower levels.

In the post independence period, higher education expanded fast and today India ranks very high in terms of the size of the network of higher education institutions, with 6.75 million students enrolled and teaching force numbers about 321000. Students enrollment increased from 263000 to 6755000 by 1996-97, growing at an estimated rate of 7 percent between 1987 and 1993 but now declined to 5.5 percent compound rate of growth with 14 states having a lower rate. In spite of this phenomenal growth, the total enrolment, however, forms only about six percent of the relevant age group (17-23) population. The number of students per 100,000 population has increased significantly since independence. It was only 48 per 100,000 in 1951 increasing to 613 per 100,000 in 1997.

The number of women's colleges has recorded a substantial increase from 780 college in 1986-87 reaching a figure of 1195 in 1996-97. Of the total enrolment, women's enrolment

Growth in Higher Education in India .

Institutions	1950-51	1990-91	1996-97
Universities	30	177	214
Colleges	750	7346	9703
Enrolment (000s)	263	4925	6755
Teachers (000s)	24.0	272.7	321.0

* include institution deemed to be universities, but excludes other institutions

accounts for 34 percent. Out of the total number teachers in higher education, Professors and Readers account for 12.8 and 26.2% respectively, in the University Department and University Colleges. In the affiliated colleges there are 13.9% senior teachers and 81.7% lecturers. There were 21 student for one teacher in 1996-97 as compared to 12 students per teacher in 1956-66

The number of students has reach the level of 6.75 million and there are 321000 teachers in the higher education system. A special emphasis has come to be laid on women's education. The enrolment of women at the beginning of 1997-98 was 2.303 million, 34 percent of them being of the post-graduate level.

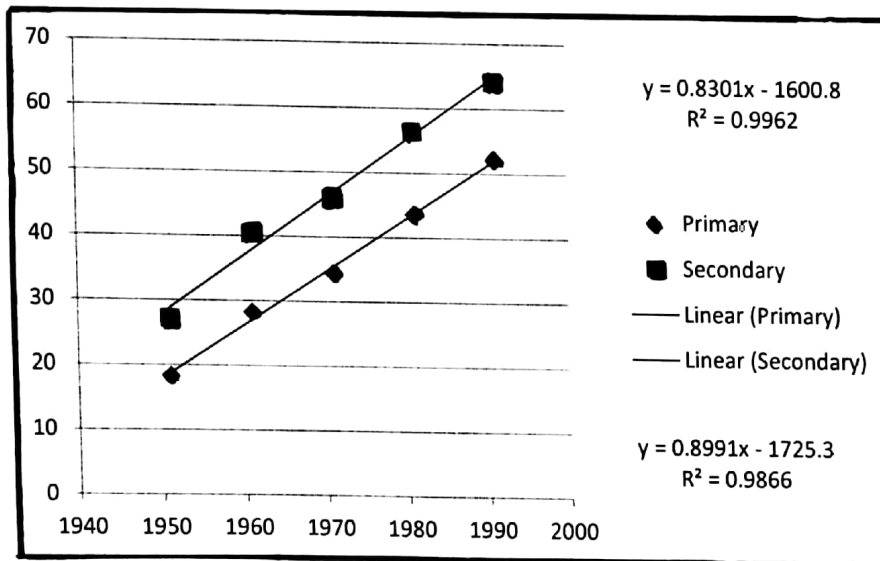
Secondary Education

Secondary education serves as a bridge between elementary and higher education and prepares young persons in the age group of 14-18 for entry into higher education. Children's population at the secondary and senior level, as projected in 1996-97 by NSSO has been estimated at 9.66 crores. Against this, the enrolment figure of 1997-98 show that only 2.70 crore are attending schools. Thus two-third of the eligible population remains out of school system.

ACCESS TO EDUCATION SYSTEM

Education System Between Primary data & Secondary data

Years	Primary	Secondary
1951	18.33	27.16
1961	28.31	40.4
1971	34.45	45.95
1981	43.56	56.37
1991	52.21	64.13



correlation value of primary= 0.998085

correlation value of secondary= 0.993298

SUMMARY OUTPUT OF PRIMARY EDUCATION:

SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.998085
R Square	0.996173
Adjusted R Square	0.994897
Standard Error	1.129472
Observations	5

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	996.1729	996.1729	780.8792	0.000101
Residual	3	3.82712	1.275707		
Total	4	1000			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	1928.551	1.600829	1204.7209	1.26E-09	1923.4576	1933.6406	1923.4577	1933.6406
Primary	1.200064	0.042945	27.94422	0.000101	1.063394	1.336734	1.063394	1.336734

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CONCLUSION

This is concerned with primary and secondary education.

Primary school education today is focussed on establishing the fundamental literacy and numeracy skills of children, as well as developing their understanding of the world. These skills are increasingly necessary for life in the modern world, and are essential to the functioning of developed economies.

For this reason, primary education is compulsory and provided by the states in almost all countries around the world. In 1951, children everywhere, boys, and girls alike, will be able to complete a full course of primary schooling." This goal was. In 1991, 52.21 of primary school age children in the world were not attending school.

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