

Thesis on Indian Education System – 2015

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CHAPTER 1: INTRODUCTION

Education is essential not only for the success of individual but also for the success of countries across the globe. It has thus moved to the court heart of interest to invest in human capital; not only for responsible politicians but also for the concerned civil society. For any nation, the level and quality of education is one of the most significant parameter for development.

India has the second largest education system in the world (after China). India's higher education system is the third largest in the world, after China and the United States. Yet education has been a problem in our country and its inefficient system has been blamed for all sorts of evil for ages. Despite this harsh reality of inefficient delivery of education in our system, many Indian students are motivated to succeed in their educational endeavor. Even Rabindranath Tagore wrote lengthy articles about how Indian education system needs to change. Yes, it indeed needs to be altered in order for it to suit the world today.

Education is abysmal. However, the existing education system in our country is dubious. In our society, the so called education qualification or degrees one holds stand above ones expertise or how well a person is equipped with knowledge in the area concerned.

Education in India is mainly provided by the public sector, with control and funding coming from three levels: federal, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. Most universities in India are Union or State Government controlled.

India has made progress in terms of increasing primary education rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. However, India continues to face stern challenges. The existing lacks as well as solutions and suggestions to curb the situation are highlighted in the following chapters.

CHAPTER 2: DAWN OF EDUCATION IN INDIA

History of Indian education can be track back to the ancient era. At this time, education was imparted orally. After the introduction of alphabets, writing develops on palm leaves or barks of trees. Gradually the concept of Gurukul system originated. Historically, Indian education has been elitist. Traditional Hindu education has been tailored to the needs of the Brahmin boys who were taught to read and write by a Brahmin teacher.

Education in the medieval India was the result of fundamental changes brought about by rise of Buddhism and Jainism. According to the history of education in India, medieval period Universities imparting higher education at Nalanda, Takshila, Ujjain, and Vikramshila flourished. The Mughal came to India at this time and introduced Madrasah system to the Indian Education system.

Under British rule from the 1700s until 1947, India's education policies reinforced the pre-existing elitist tendencies, tying entrance and advancement in government service to academic education. Colonial rule contributed to the legacy of an education system geared to preserving the position of the more privileged classes. Education serves as the sentry, permitting an avenue of upward mobility only to those with resources.

Post- primary education has traditionally catered to the interests of the higher and upwardly mobile castes. In the nineteenth century, post- primary students were disproportionately Brahmins. Their traditional concern with learning gave them an advantage under British rule education policies.

By the early twentieth century, several other castes realized the advantages of education as a ticket to political power and managed to acquire formal learning. However, even today, the vast majority of students making it through middle school to high school continue to be from higher and middle castes families living in urban areas.

The historical barrier coupled with the post- independence focus of the education system on tertiary education more than primary education makes it surprising that India has largest number of illiterate people in the world. While the government has increased its focus on primary education, the nation is likely to continue to have the challenges of illiteracy in the near future.

The current education system in India is an implementation of the British rulers. 1854 Wood office laid the foundations of the current system of education in India. Before the arrival of the British in India, the education system is a private one. With the introduction of the Office of wood known as the Magna Carta of Indian education, the situation changed. The main objective was to prepare for the operation of India Employees of local government. Under it the means of school education were the vernacular, whereas higher education was given in

English only. British government began to fund Indian schools in need of help and thus gradually some of the schools became government aided.

Impact of Modern Education under the British rule: Lord Macauley clearly said that, “we must at present do our best to form a class, who may be interpreters between us and the millions whom we govern; a class of persons, Indians in blood and color, but English in taste, in opinions, in morals and in intellect.” The reason of introducing the modern education was that it was too costly and practically impossible to import a large number of Englishmen to fill up the large and increasing number of subordinate or lower posts in administration. It familiarized Indians with the knowledge about English, French, American revolutions. Western literature and philosophy widened the mental horizons and knowledge of Indian people. On the other hand, the English education disassociated people from traditional way of learning – While welcomed by different sections of society, the new system of education had some adverse affects also. It had disassociated Indian people from their traditional way of learning and living, their classical roots and indigenous knowledge. Along with it faded Indian values, philosophies and traditions. Census operations started by British Government in India for administrative purposes and the purpose prolonging its rule in India along with the disparities created by modern education had divided Indian people into water-tight compartments (SCs, STs, OBCs, Upper castes and minorities etc).

TIMELINE: Education under British rule*	
1835	Lord Macaulay’s Minute
1854	Wood’s Dispatch on education(known as Magna Carta of English education in India)
1882-83	Hunter Commission
1904	The Indian University Act
1913	The Resolution of 21 st February
1917-19	The Sadler University Commission
1929	The Hartog Committee
1937	Wardha Scheme of Basic Education
1944	Sergeant Report

Education in Post-Independence India: Milestones*

1947	India achieves Independence
1948-49	University Education Commission constituted; gives Report
1950	India becomes a Republic. Free and compulsory education enshrined as one of the Directive Principles of State Policy in the new Constitution
1951	Decennial Census yields a Literacy Rate (5+) of 18.3% (overall), 8.9% (female) First Indian Institute of Technology (IIT) established at Kharagpur
1952-53	Secondary Education Commission constituted; gives Report
1956	University Grants Commission (UGC) established by Act of Parliament Indian Institute of Technology (Kharagpur) Act passed by Parliament Pandit Jawaharlal Nehru delivers the first convocation address at the first IIT (Kharagpur)
1958	Second IIT established at Mumbai
1959	Third and Fourth IITs established at Kanpur and Chennai, respectively
1961	NCERT established Institutes of Technology Act passed by Parliament to provide a common legal framework for all IITs First two Indian Institutes of Management (IIMs) set up at Ahmedabad and Kolkata
1963	Fifth IIT established at Delhi
1964-66	Education Commission constituted; gives Report
1968	First National Policy on Education (NPE) adopted, in the light of the recommendations of the Education Commission
1963	Third IIM established at Bangalore
1975	Integrated Child Development Services (ICDS) scheme launched to provide for holistic development of children up to the age of six years
1976	Constitution amended to change 'Education' from being a 'State' subject to a 'Concurrent' one
1984	Fourth IIM established at Lucknow
1985	Indira Gandhi National Open University (IGNOU) established by an Act of Parliament
1986	New National Policy on Education (NPE) adopted
1987-88	Many large centrally-assisted schemes like 'Operation Blackboard', 'Educational Technology', 'Vocationalisation of Secondary Education', etc., launched in pursuance of NPE, 1986 All India Council of Technical Education (AICTE) vested with statutory status by an Act of Parliament National Literacy Mission launched
1992	NPE, 1986, revised, based on a review by the Acharya Ramamurti Committee
1993	National Council of Teacher Education (NCTE) vested with statutory status by an Act of Parliament
1994	District Primary Education Programme (DPEP) launched to universalise primary education in selected districts National Assessment and Accreditation Council (NAAC) established by UGC (with headquarters at Bangalore) to assess and accredit institutions of higher education National Board of Accreditation (NAB) established by AICTE to periodically evaluate technical institutions and programmes Sixth IIT established at Guwahati
1995	Centrally-assisted Mid-Day Meal scheme launched in government and semi-government primary schools all over the country, with central assistance by way of free food grains
1996	Fifth IIM established at Kozhikode
1998	Sixth IIM established at Indore

Impact of Modern education Post Independence: “Ever changing, yet ever the same” (Jawaharlal Nehru). This is exactly what has been going on in our education system. Many initiatives, many world top ranking institutes, laws regarding education have been passed and so on since independence of our great nation. Look at where we stand even after so many years and so many efforts. We should have been way ahead than in reality if we do it the right way. All we have been doing so far is only plus and minus of certain things from the existing system of education. Why is it not possible to bring in a brand new system?

For instance, a vehicle that has been running and working well in the past can't run as efficient as when it was new. Also when new models of car are launched, usually it gets better and better. So the old model becomes outdated. Similar is with the education system. If we continue to follow the old system that has been tweaked or added here and there since the independence, we cannot be at the best. We have the potential but this potential is laid wasted if there is no scope for putting it in use.

At the moment, there is not much to be anticipated as the system remains the same and the outcome stays the same. It is almost predictable what is ahead of us if we continue with this existing education system of ours and that is, rate of literacy will increase but for no good, more number of unemployed holding higher education degree, frustrated society and increase penury leading to more and more beggar, destitute, suicide etc. This is just a preview of the consequences our education system could cause if prolonged. We will have something to look forward to only if things have changed in our education system. Now is the time to bring in new system. The faster the better.

CHAPTER 3: PREVAILING SYSTEM OF EDUCATION

TODAY'S POSITION – INDIA*

- As per Population Census of India 2011, the Literacy rate of India has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 65.38% in 2001.
- It consists of male literacy rate 82.14% and female literacy rate is 65.46%
- 7.32 per cent Government schools in India don't receive text books from the Government.
- According to ASER 2011, the student enrolment in rural India has seen a rise (96.7%) in the year 2011, there has been a decline in student's basic reading levels, arithmetic levels and academic levels.
- The annual average dropout rate for the country has come down from 9.1% to 6.8% while enrolment has increased 13.34 crore to 13.52 crore for 2009-2010 and 2010-2011.
- CTET, conducted in 2011, recorded a pass percentage of around 9%, the figure declined to around 7% in the subsequent test, held on January 2012.
- Number of primary school covered under DISE in 2011-2012 is 842481
- According to DISE, pupil teacher ratio in 2011 at primary level is 31, at upper primary level is 29
- According to DISE, average number of teacher per school in 2011-2012 is 4.7

To change the way we treat education, we need to change this focus. Institutions that are involved in education must consider gainful and appropriate employment as the primary goal of their courses. Current education system in India needs to be altered right from pre- primary level.

Free and compulsory education to all children up to the age fourteen is constitutional commitment. In 1993, the Supreme Court of India declared education up to fourteen years of age to be a fundamental right of children in India. The entire school education can be divided in to four parts, namely, primary, upper primary, secondary and higher secondary levels.

*Several surveys of how well students are learning have shown dismal results. According to the ASER 2013 survey report, 60% of Class 3 students surveyed couldn't read a Class 1 text. This is up from 53% in 2009. This doesn't improve in higher classes -53% of Class 5 students couldn't read a Class 2 text, up from 47% in 2009. A higher proportion is unable to deal with subtraction and division.

There are three key factors behind a successful schooling system, (Anita Rampal, professor of elementary and social education at Delhi University's Central Institute of Education): building of knowledge and critical faculties, good facilities and environment in school, and an equitable system where all kinds of children learn together.

A recent survey of nearly 1.52 million schools by NUEPA reveals a startling picture of facilities in schools. Over 41% schools do not have a playground, 43% don't have electricity connection,

and 76% don't have computers. Although more than three quarters of the schools had a library, 82% did not have a librarian to look after the books and guide the children.

Teachers who enjoy books and can share this passion with children, and know how to teach reading, and a plentiful supply of age-appropriate interesting fiction and non-fiction are what children need more than any other educational input (Shrinivasan).

The prevailing education system in our country is broken and it needs patching up. It is not difficult to imagine what the future of our nation is likely to be if changes are not brought in at the earliest.

Education Governing Bodies*

1. **National Council of Educational Research and Training:** NCERT is the apex body for curriculum related matters for school education in India. It assists and advises the Central and State Governments on academic matters related to school education. It also provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies.
2. **Central Board of Secondary Education:** CBSE is another main governing body of education system in India. It comes under the purview of the Central Government. It is a Board of Education for public and private schools. The board conducts final examinations every spring for All India Senior School Certificate Examination (AISSE) for Class 10 and 12. The board also annually conducts the AIEEE exam for admission to undergraduate courses in engineering and architecture in numerous colleges of India. It also conducts AIPMT – All India Pre medical Test for admission to major medical colleges in India.
3. **Council of Indian School Certificate Examination:** CISCE is a private, non-governmental board of school education in India. It conducts two examinations 'Indian Certificate of Secondary Education (ICSE)' and 'Indian School Certificate (ISC)'. ICSE is an examination meant for those Indian students who have just completed their 10th class. ISC is a public examination conducted for those studying in 12th class.
4. **State Government Education Boards:** There are a number of state education boards in India. These are recognized by the Department of Higher Education. Some of the states have more than one School Education Board. These Boards conduct various types of examinations which vary from State to State but most of them conduct Middle Standard Examination, Senior Secondary Exam, Senior Secondary – Open School, Matriculation, and Matriculation – Open School. These have been created to serve the education needs of the people at the state level. State board certification valued less as compared to the All India level Boards.
5. **National Institute of Open Schooling Board:** It is an educational board of national level established by the Government of India and the Ministry for Human Resource Development. This board meets the educational needs of students who cannot attend regular schools. It is also known as National Institute of Open Schooling or NIOS. Though anybody can appear for the board examinations, it is most suitable for sportspersons, physically handicapped, candidates suffering with chronic medical illness and those with learning disorders or other psychiatric conditions. It also caters to rural populace in an inexpensive manner.

6. **International Schools:** International schools in India are affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations. These schools provide education especially for children of International Personnel (diplomats etc.). These schools follow different examination systems and boards from that of the Indian Boards. However, these adhere to certain requirements of the Indian national system irrespective of the examination system adopted by them. Most of these schools follow the IB Board or the (International Baccalaureate).
7. **Islamic Madrasa Education:** Islamic Madrasah Education provides Islamic studies and literature learning as essentials. A school which provides Islamic education is generally known as a Madrassa, Madrasah, Madrasa, Madresa, etc. Most of the Madrasas of India follow the Hanafi thought. These schools are governed either by the state government, run autonomously or may be affiliated with the Darul Uloom Deoband, Sahranpur, Uttar Pradesh. The course of these schools include literature (urdu, arabic, persian etc.), knowledge of Yunani medicine, superficial and cursory knowledge of social sciences and science. Most of the muslim children acquire their primary and perhaps their only formal education through these schools.
8. **University Grants Commission:** UGC of India is a national body which coordinates and looks after the maintenance of standard of university education in India. It provides recognition to universities and provides funds for government-recognised universities and colleges. It has 6 regional centres in Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore. It also conducts NET for the appointments of teachers in colleges and universities.
9. **Medical Council of India:** The council has given the responsibility to set standard of higher qualifications in medicine and recognition of medical qualifications in India and abroad. The Medical Council of India (MCI) has its written constitution to deal with medical colleges and hospitals and medical professionals of the country.
10. **All India Council for Technical Education:** AICTE covers program of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.
11. **Bar Council of India:** The Bar Council of India (BCI) is a statutory body, constituted by Government of India under Advocates Act 1961 with the main objective of controlling and governing the working of all immediate subsidiary state-level bar councils besides laying down the standards of professional conduct and etiquette.
12. **Council of Architecture:** The Council of Architecture (COA) is responsible for regulating the education and practice of profession throughout India besides maintaining the register of Architects. Any person willing to pursue 'Architecture' as a profession will have to register with the Council of Architecture (COA).
13. **National Council of Teacher Education:** The National Council of Teacher Education (NCTE) sets up norms and standards for teacher's education right from pre-school teacher education to post graduate level teacher education. Apart from this, the council also plans, coordinates and implements innovative ways to educate teachers.
14. **Pharmacy Council of India:** The council has given the responsibility by the government for prescription, regulation and maintenance of minimum educational standards for the training of pharmacists uniformly in the country. The council prescribes the syllabus, norms etc. for the institutions and regulations for diploma courses in pharmacy and undertakes registration of pharmacists.

15. **National Assessment and Accreditation Council:** The NAAC certifies institutions of higher learning (Colleges, Universities, Institutes, etc) in the country. The NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.
16. **Indian Nursing Council:** The Indian Nursing Council is an Autonomous Body under the Government of India, Ministry of Health & Family Welfare was constituted by the Central Government under section 3(1) of the Indian Nursing Council Act, 1947 of parliament in order to establish a uniform standard of training for nurses, Midwives and health visitors.
17. **Distance Education Council:** Distance Education Council (DEC) is one of the authorities of the IGNOU, which was established to fulfill the second objective of the premier institution, which is to promote the Open and Distance Learning Systems and coordination of standard of such systems in the country. The DEC provides technical and financial support to the Open and Distance Education Institutes in the country.
18. **Indian Academy of Pediatrics:** Provide and promote ethical and professional standards among the members and provide and promote education and training for the improvement of the knowledge, attitude and skills of members in pediatrics in its widest sense.
19. **Association of Indian Universities:** The AIU is mainly concerned with the recognition of Degrees/Diplomas awarded by the accredited Universities in India and abroad for the purpose of admission to higher courses at Indian Universities. The AIU is also an implementing agency for the agreements signed under the Cultural Exchange Programme executed between India and other countries in the field of education, insofar as it relates to the recognition of foreign qualifications (except for medicine and allied courses).
20. **Levels of Education:**

S.No.	Class/ Level	Highlights
1	Pre- Primary	It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
2	Primary	Grade I to V It includes the age group of children of 6-11 years
3	Middle/ Upper Primary	Grade VI to VIII
4	Secondary	Grades IX and X
5	Higher Secondary	Grade XI and XII
6	Undergraduate	This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.
7	Post Graduate	After completing graduation a student may opt for post graduation to further add to his qualifications.

Pre-primary & Primary Schools

*Pre primary education is necessary for all children of 3-6 years old irrespective of their socio-economic background (Govinda and Bandyopadhyay, 2008). With increasing numbers of nuclear families and a lack of family support, pre primary school education is gaining importance. Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promoting the all round development of the children (Ramachandran et al., 2003).

80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country. However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training.

Secondary education

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as yoga into the Indian secondary school system.

Higher Education

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system. However, India still lacks internationally prestigious universities such as Harvard, Cambridge, and Oxford.

Universities in India have evolved in divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, however, there are 18 important universities called Central Universities, which are maintained by the Union Government. The increased funding of the central universities gives them an advantage over their state competitors. Apart from the several hundred state universities, there is a network of research institutions that provide opportunities for advanced learning and research

leading up to a PhD in branches of science, technology and agriculture. Several have won international recognition. 25 of these institutions come under the umbrella of the CSIR - Council of Scientific and Industrial Research and over 60 fall under the ICAR - Indian Council of Agricultural Research. In addition, the DAE - Department of Atomic Energy, and other ministries support various research laboratories.

Statistics on Indian Higher Education 2012-13

Table 1:

Enrollment of Indian Students by Level of Education		
Level	Number ('000)	% of Total
Graduate (Bachelor's)	17,456	86%
Post-Graduate (Master's)	2,492	12%
Research (Doctoral)	161	1%
Diploma/Certificate	218	1%
	20,327	

Table 2:

Enrollment of Indian Students by fields of study		
Field	Number ('000)	% of Total
Arts	7,539	37%
Science	3,790	19%
Commerce & Management	3,571	18%
Engineering & Technology	3,262	16%
Education	733	4%
Medicine	716	4%
Law	373	2%
Others	218	1%
Agriculture	97	0%
Veterinary Science	28	0%
	20,327	100%

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Choudaha*

Figure 3: Current Education System

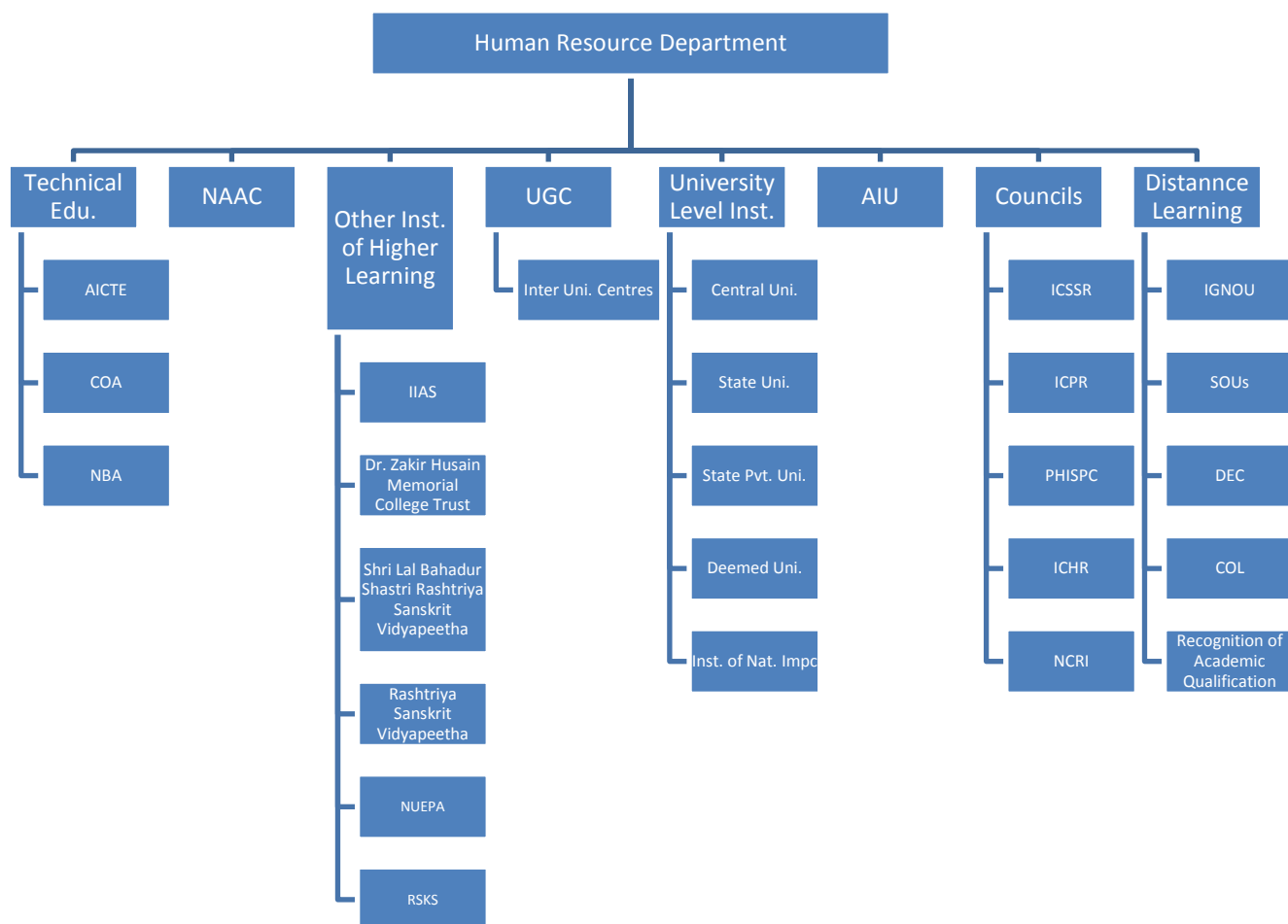


Figure2: Private Universities

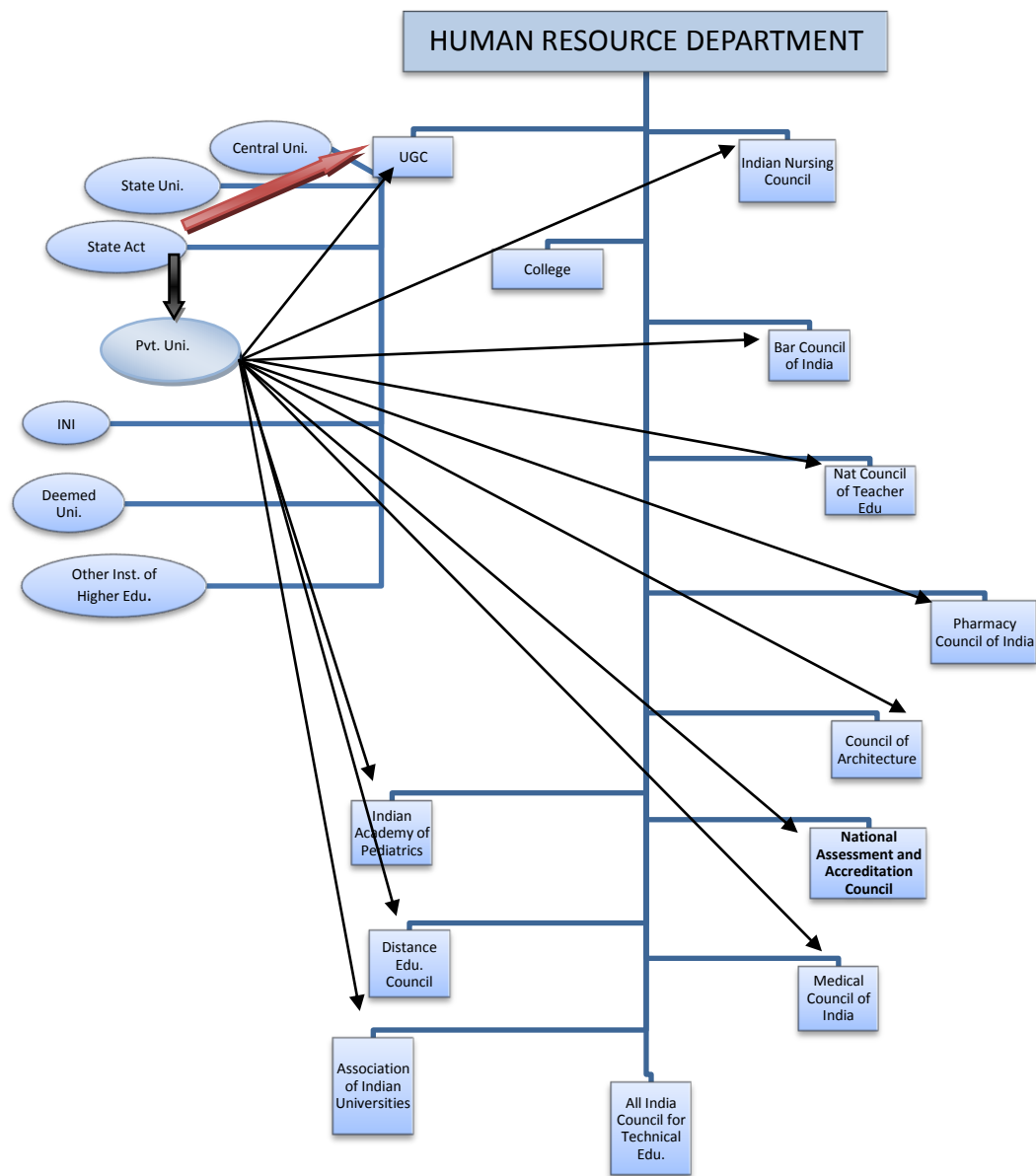


Figure3: College

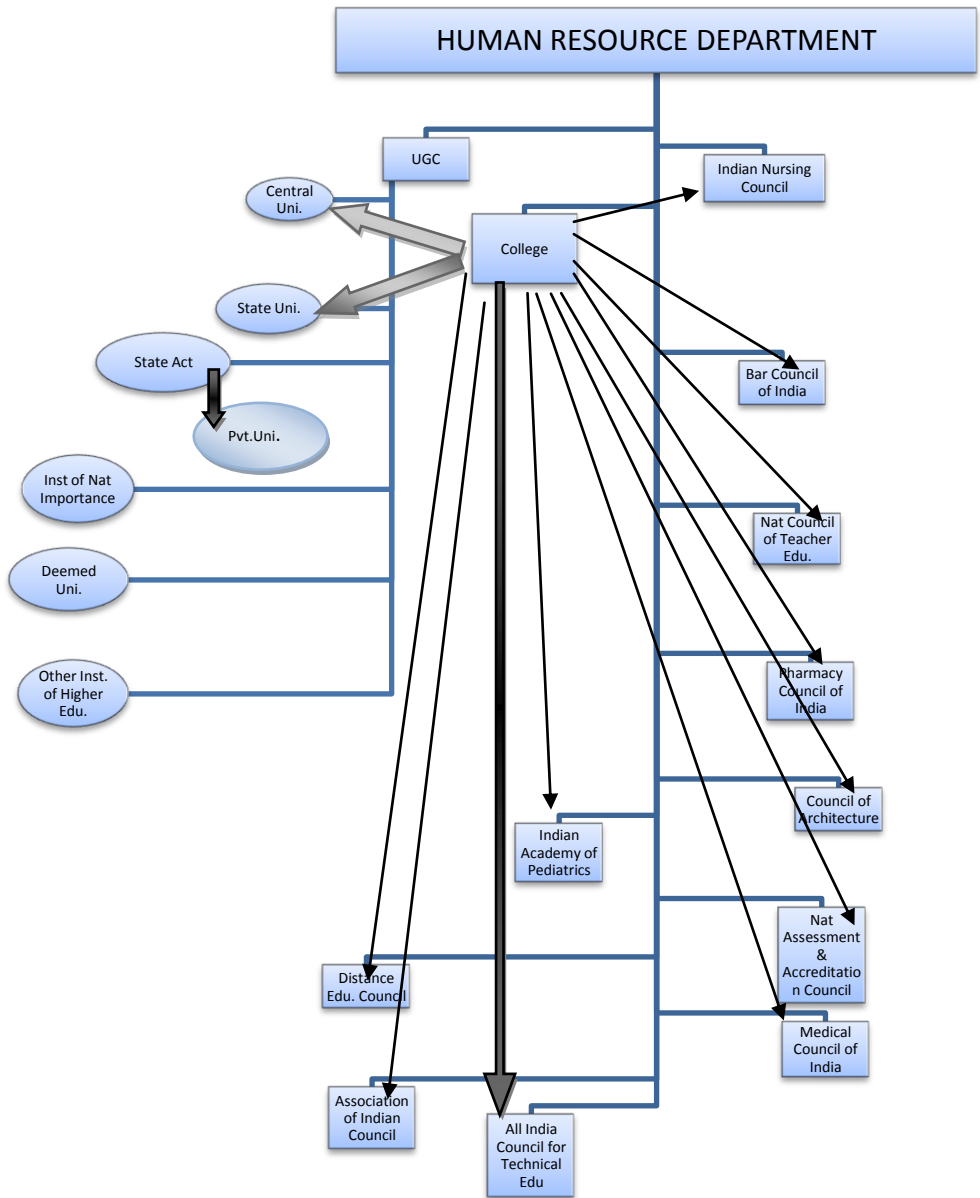
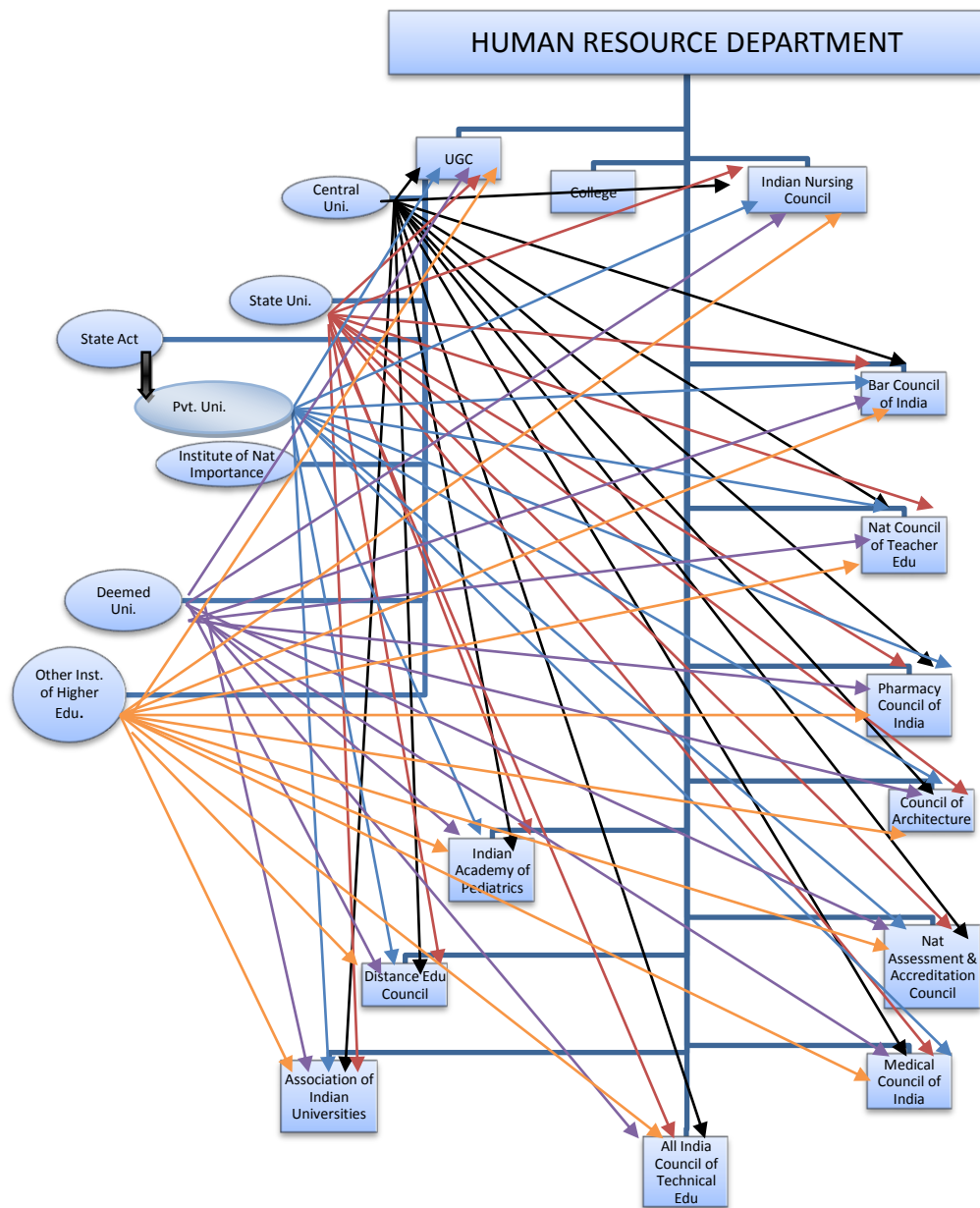
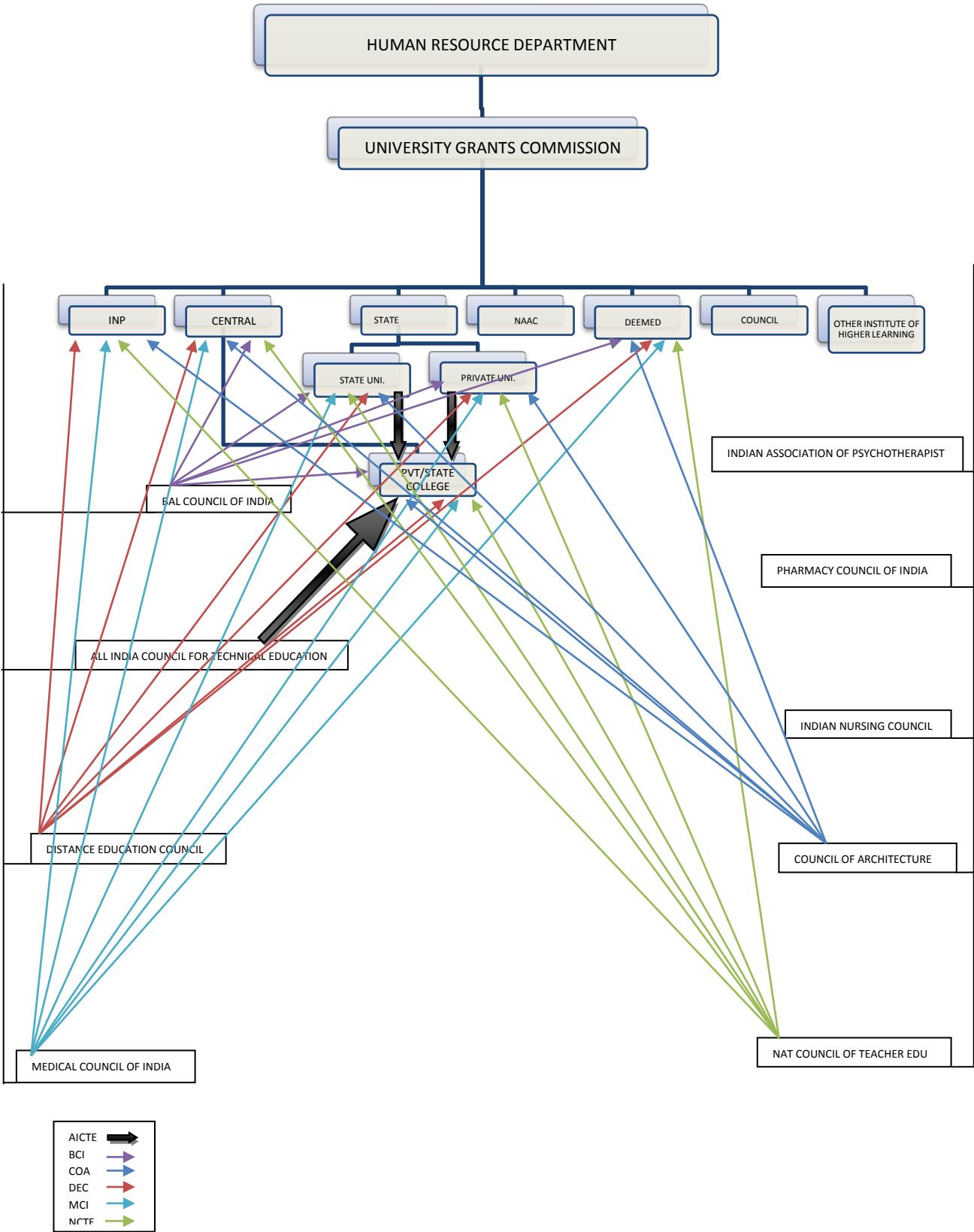


Figure4: Affiliation of a college



BLACK- CENTRAL UNI.
 RED- STATE UNI.
 BLUE- STATE ACT- PVT. UNI.
 PURPLE- DEEMED UNI.
 ORANGE- OTHER INST. OF HIGHER EDU.

Figure5: Challenges



CHAPTER 4: CHALLENGES & LIMITATIONS OF THE EXISTING EDUCATION SYSTEM OF INDIA

School level:

1. Teachers/ professor recruitment may be done through political affiliation.
2. Teachers are appointed by virtue of a degree, marks only. I wish there was an interview too.
3. In our higher education system why is a separate body established for every specialization. Why can't we just have a panel of experts? Paper work related to infrastructure which can be made once for next five to ten years.
4. 90% of our government schools are ill. According to Kolkata Report.
5. Scoring marks is the main thing that we wish the students should do. Then categorize them accordingly and make it worse. This helps them to think that just getting into a top college will end their purpose of life making it worse.
6. Untrained teachers/ unwanted environment.
7. Do you know 25% of our school teachers (government ones) do not go to school, still get salary on time. Bill is 2 billion \$/year according to World Bank.
8. DISE survey – Have you heard of it – says we have an average of 54.9% private and 44.8% government untrained teachers in current system.
9. Our higher education system comprises of 152 central, 316 states, 191 Private 33623 colleges, 1800 women colleges, 12 autonomous institutions. We are 3rd largest education system in the world. Certainly not easy system to manage. So what does it mean? Let's make a system that it becomes managed by the students the takers of it.

University level:

1. Why is it that a trainer i.e. college/ university needs lot more masters to keep vigil?
2. Why are parallel bodies trying to implement themselves to each institution? Some like what a father couldn't be- he wants his son/ daughter to be
3. Imagine state of college/ university head when he has to please ten different bosses every year.
4. We are running fast in order to chase a GER ratio which we think is now at 20% to let bet and do a survey in colleges/ universities. I am sure 40-50% of them won't exist.
5. Are students looking for classrooms or they are looking for jobs? This might be an interesting question to answer. So, what are we working towards as a system?

6. If colleges/ universities promoters find it difficult to deal with finding out whom to choose and how to do it, do the students know which college to choose and which not?
7. This is no mechanism for students to check which colleges are good/ bad/ bogus/ job oriented/ etc. What do they do?
8. Private institutions are cursed. They are called master in black trading/ demeaning quality. Point is you create a system where you give opportunity to people to make a quick buck and then allow anyone to enter the system.
9. Low paid faculty adds to the magic of our output that we get from our institutions.
10. There is a big disparity in entry levels in all states.
11. One day, I was wondering why in our country which is so big yet so less multi cultural diversity. Then I thought people are able to get a job in preferred locations in government sector.
12. Who maintains the data of placements of these colleges, universities etc. why can't our inspectors do that rather?
13. When UGC Acts gives privilege to states to form universities? Why does it then imply rules from outside? Why don't the states be completely held responsible for how its university functions? In this case the university becomes like a ball that is in the court of centre then state then centre and so on.
14. What about so many litigations that are going on at principal levels which administer policy matters? Can't we have a separate bench where it could be decided between a body representing universities/ colleges authorities.
15. Curriculum is one thing that we never bother about. E.g. history of physics is taught in our B.sc physics at top universities.
16. Another thing, research/ innovation/ industry are in the back seat. Because other important things like making attendance, conducting exams, declaring results take up all the time. Hardly any time is left for us to do anything else.
17. Let us go and check out around 15 plus of those universities who are very nicely selling degrees. You might find good rates if you have bulk orders.
18. The government money for poor is mishandled with due consent of the students. Students are pushed into free education scheme even if they are better off. Most of the students study in under rated colleges than what they could otherwise.
19. Documents of students are collected by colleges from villages in Rs. 50 each or more to get their share of scholarship fee into the account of colleges.
20. Government universities have huge campuses/ very less seats/ hardly any placement/ so many funds.

21. For schemes like RUSA, Rs. 93000 crores are to be spent on government colleges only but on what- walls/ infrastructure or technology, or placements/ trainings is still a question.
22. One day we will credit mapping systems in our universities.
23. The institution could be blacklisted with one of the autonomous bodies under HRD but still performing nicely in other arms of course not in quality.
24. Most of the students who pass out are far from reality.
25. A private college has to follow state university examination and curriculum throughout. Where will change come from? There are 17000 such colleges in our country. Imagine, they cannot change much even if they wish to.
26. Need not to say we have less patents/innovation in all over country than along in MIT-USA (one single institutions)
27. NASSCOM say majority of us engineer/ doctor/ etc. cannot skilled enough to find a job.

General:

1. Who is the supreme controller of education in India?
2. It becomes easy for an educationist like me to imagine how tough a process of setting up a college/ university would be and how much efforts would go into it.
3. High level of space is left in this system inspector Raaj.
4. The system looks like a house that is constructed room by room. We might need renovation now. Why not make a new one over same piece of land. I am sure we have funds for that.
5. Most of the time the inspectors bodies would want institution and what inputs they are giving maybe in terms of infrastructure or some long paper works. Who cares about output? Even if they do, they do not have time.
6. Someone told me once, National policy on education was framed in 1986 and yes, it was also revamped in some early nineties I guess. Don't tell me we are not updated.
7. So after we were last updated in our process and plans- began the computer era in our county. Now we are making all those systems online.
8. Question is- oops!! Making those systems online- will it work or will it fall back again? How about creating a better system?
9. Train the trainers. Yes, train the trainers. Oh my goodness! We should have trained the trainers.
10. Students below poverty line are not even able to buy themselves a Rs. 500 income certificate to prove they are the ones who deserve those scholarships. Of course their parents are not

educated to know about the schemes that are published in newspapers. All apart from them get the benefit though.

11. Do we have a system of performance evaluation at state/ national level for our institutions?
12. Education cess is taken from all but is meant only for government institution.
13. Why do we think that government institutions are clean and green? Believe me if that kind of money is spent in collaborating with around industrialist they will give at least five times more output.
14. Is there anyone who is managing foreign students' entry into our universities or is it that we are inviting most of trouble creates to our country from outside. While USA/CANADA/UK can have our best brains, can we have similar from Africa/Middle cost/Neighboring country?
15. Getting a B.Ed and being eligible to teach in our country is as simple as bringing a sofa set.
16. We have lakhs of crores for skill development. Let's use it for students on merit and not only masses without a focus, Can't we? Taking similar courses from our own universities might be illegal.
17. Is there any way we can define online education in our country? We can find US/UK courses and take them online but making similar courses from our own universities might be illegal.
18. No reward system for universities. If there is I am glad, I mean those who know they will be glad.
19. Private quality education is expensive education in our country. Why? Have we forgotten we are 1/6th of the world? 125 crores +.
20. We are trying to work on belts like pre examination coaching centre's Regulatory Authority Bill – when autonomous is doing wonders worldwide.
21. We think policy makers can change the system. Yes they can if they make the policy with students perspective and not government bodies.
22. When top companies have to launch a product they do market research. Here on policies are also researched. But when and by whom is a big question.
23. Countries like US/UK finds talent from all over the world. We don't even do that in our country.
24. Now we have to release advertisement in newspapers to attract students to join army, navy, air force, etc. on the other hand we are short of jobs.
25. Only people with money can provide education as it needs building approvals from so many bodies.
26. Corruption is something that I don't want to talk about. It is boring. Keeping open milk and expecting cat not to taste it is useless.

27. Do you know state like Maharashtra has 73% reservation in 2014? Wow!
28. Do you know over 90% spending of our government in education is for less than 20% of peoples taught in our country? I will like to know ROI on each IITians crated.
29. Sarva Shiksha Abhiyan – RTE- I am not able to fine much of them.
30. In a country – 58,16,673 elementary teachers are there which reduces to 21,27,000 at secondary level. No wonder its student or teacher's fault.
31. We are sick of committees. Please don't make committee in education of our country.
32. Is there a lack of political will? I don't think so. Just that so many changes are required. One system has to be created rather than trying to tweak 16 systems and making one comprehensive one.
33. Indian Express said Indian education system creates zombies.
34. If we are progressing at a speed of 11 kms/hr, we are actually not progressing.
35. Half century, how many professionals employed with ministry of HRD have been expelled/ fined for non performance till date since independence. I don't think it will be a double digit number.
36. Relationships between regulatory bodies themselves are a big challenge.

CHAPTER 5: THE GOOD

School level:

1. The policy of Right to Education (2009) ensures free and compulsory education of every child from 6 to 14 year olds.
2. District Primary Education Programme launched in 1994 makes primary education accessible to every child of school going age.
3. Adding of subjects like Entrepreneurship, Home Science, Computer Science and the like into the mainstream syllabi has helped in broadening the vistas of students for further studies.
4. Regular tests or examinations keep the students in touch with their academics.
5. Tight competitions among school level keep the school administration work at their best.
6. Competition in itself checks the quality of the school.

University level:

1. Distance learning facility facilitates working/ earning students pursue education as far as they desire.
2. Vocational courses provide training for employable skills.
3. New innovative courses, may it be Diploma or certificate courses have helped in employment perspective somewhat
4. Creation of bodies like NSDC and its creative or corporate functioning is a boost to the nation.

Common good:

1. Provision of scholarship to students from underprivileged and minority sections of our society.
2. Programmes like students exchange facility gives an opportunity to experience the system of the other part of the world.

It is such a big country, so many people. Thanks to all for helping us to reach here. Now it's time for rapid change. So, please don't be slow and steady. Be quick, fast and if required furious too.

CHAPTER 6: SOLUTIONS

School level:

1. Centralized performance checking system should be made for all in together be it private or government.
2. Teachers or aspiring teachers should be examined closely e.g. All those who do B.Ed have to appear for a skill test,gd,pi, then selected after six rounds (all recorded).
3. High speed internet super compulsory in all places of higher education. Use of technology based learning to be promoted.
4. Lots of patriotism, our ancient culture, value system to be induced into our school system and higher education system.
5. Special programme on Educate Human Values and expectation (90- 110th) to be taught to students during adolescence period.
6. Basic infrastructure to not be compromised at elementary, primary education. CSR can be widely used for this only.
7. Spiritual learning, mind balancing, yoga, to be promoted. Down to earth mindset and hard work and no differentiation in work to be introduced.

University level:

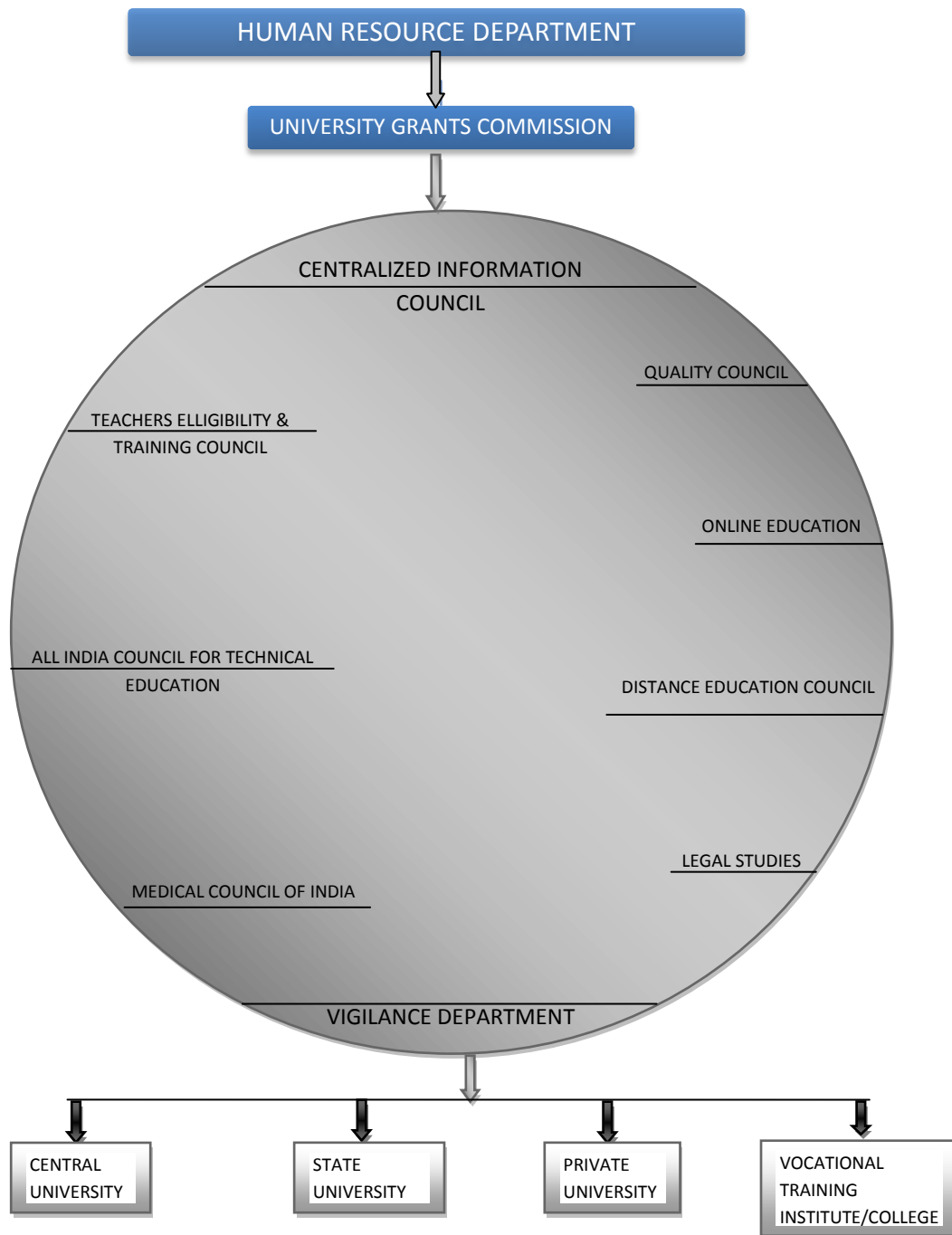
1. Most of the institutions should be autonomous in nature.
2. Only one single parent body should give affiliation and should give step wise rankings, grades, enrollment and employment details of all students, entrance information, etc. All this has to be centralized.
3. Big parallel departments should be merged into one.
4. Current institutions/ infrastructure should be strengthened rather than creating too many new ones.
5. Teachers' salary should be best in industry with strict norms of disbursement. Faculty recruitment process to be tedious.
6. Single shift/ double shifts also to be allowed to A-rated institutes.
7. Bodies like MCI, DEC, AICTE, AIU, PCI, IAP,NCTE, NAAC, other councils to be merged.
8. Deemed and private to be under one single category can be put.

9. Other institute of higher learning plus institute of national institute (I of NI) to be given university status. So they can use their large infra for training 1000s of other students and latest courses.
10. Government grants to be given to one and all on the basis of placements and performance.
11. Another set of grants for research, development, and innovation to be set up.
12. Government or private university should be brought under scanner with each student enrolled being allotted a special ID by centralized IT system automatically.
13. A mandate to update all information of passing out batch every six months.
14. Allowing admission session from one to three times in a year.
15. Making colleges free of affiliation system of universities. They can have their own curriculum, examination, syllabus, etc. vigilance over students passing out every batch.
16. Create a uniform competition amongst all colleges/ universities with regulation on fees.
17. Allocate grading, funding, grants on basis of performance.
18. Forged universities or degree seller, etc. to be held guilty with permanent closure of entry into education industry along with criminal proceedings.
19. Centralized information on permanent and part time faculty members in all institutions that has to be updated every six months.
20. Mentoring compulsory for top institutes and other mentors.
21. All training schemes to be assessed by a third party. Various ministry can suggest projects that can be given to PIAs but under vigilance if HRD.
22. Students help in terms of qualified trained counselor/ psychologist to be provided at all level. 50,000 people to be placed in both government and private setups as a mandate.
23. All entrance examination to be clubbed-need to stress- not many forms to be filled.
24. Things like MOOCs to be focused on further education.
25. Adoption of villages by colleges/ universities to be compulsory.
26. Incubation hub for retaining best talents to be promoted. Industrialist can fund ideas.
27. All institution can start any course; their grading would be done by one centralized body. This grading is visible for students to see and take admissions.

28. All such information shall be compulsorily displayed by institute. A devise for the same will be fixed in each institute by centralized body with All India Rank of the institute judged as per placement/ facilitators/ research/ infra/ faculty/ curriculum, tie ups/ experience/ innovation etc.

General:

1. Education is second name of learning- learning should be unlimited, abysmal and skill enhancing.
2. Just like we clear our stores of unwanted stuff, our curriculum too should be clear of theoretical stuff which is not going to help much in the future.
3. Use of technology in setting up transparency levels at minutest possible levels.
4. Curricular, outreach, distance based education, examination, hiring, etc. to be at institution lookout. Basic parameter of result is what centralized body should care about along with basic infrastructure required.
5. Very hard vigilance rules to be in place. Institutes could be taken over by central government if found guilty. Such takeover should be not very elaborate task.
6. To make education industry completely white in nature along with zero tolerance towards corruption.
7. Minimum government maximum governance.



- Institute of National Importance and other Institute of higher education shall be made Central University
- MCI shall cover Pharmacy Council of India, Indian Nursing Council, Indian Association of Psychotherapy.
- All India Council for Technical Education shall cover Council of Architecture and Engineering.
- Quality Council shall cover National Assessment & Accreditation Council, National Board of Accreditation.
- Centralized Information Council shall be a transparent information centre including ranking of universities, placement of all universities and colleges, placement categories, classes etc.
- Vigilance department shall keep all round check on the entire education system.

CONCLUSION

A lot has been said and done in the past with regard to education. However, the world is always on the move. One has to keep up with the pace in order to give and get the best out of it. They say in life the only thing that is constant is change. It is perhaps the truth.

There is always room for growth. One can never be overdosed with knowledge. Through education we can touch the lives of all in a very short span and at very less cost if we do it the right way. We cannot change the past but we can enhance and improve our education system for the days to come. If we start the transformation now, the “acche din” is a step closer.

100 per cent literacy is not all. It may give good name to the country in the world’s progress report but does not cater to the need of the world. Every individual has one or the other asset to give to the world. It is just a matter of how to better and deliver it. Therefore, the focus should be launching new education system or rather practical education system which serves the need of the hour and thereafter.

In my best intention, I truly believe that together we can attain beyond our imagination. There is neither short cut nor easy way to achieving goal. Education is a gateway to “FREEDOM”. I also know that challenges will ride along but I will keep on moving ahead like my mentor and God Shaheed Bhagat Singh Ji and many others who dedicated their lives for our nation for – “I don’t want our country to have a good report card only with beautiful grades but look forward to a nation where every human being can write his or her own success story.”

Best Regards

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