

## Indian school education system: Advantages and limitations

Forhad Ali, Dr. Naresh Chandra Srivastava

Research Scholar, Maharishi University of Information Technology, Lucknow, Uttar Pradesh, India.

### Abstract

India is going to experience a paradox of nearly 90 million people joining the workforce but most of them will lack requisite skills and the mindset for productive employment according to a report in DNA. India has about 550 million people under the age of 25 years out of which only 11% are enrolled in tertiary institutions compared to the world average of 23%

The actual quantity of schooling that children experience and the quality of teaching they receive are extremely insufficient in Government. A common feature in all government schools is the poor quality of education, with weak infrastructure and inadequate pedagogic attention.

Certain policy measures need to be taken by the government. The basic thrust of government education spending today must surely be to ensure that all children have access to government schools and to raise the quality of education in those schools.

**Keywords:** Education, Government, Indian school

### Introduction

Shift system is one of the ways through which common schooling can be achieved. The private school can use the resources during the first half of the day and the government school can use it during the second half. It is important to remember that the quality of education is directly linked to the resources available and it is important for the government to improve resource allocation to bring about qualitative changes in the field of education. Common schooling is one of the ways in which government can use limited resources in an efficient way and thus improve resource allocation

Government schools are unable to attract good quality teachers due to inadequate teaching facilities and low salaries. The government currently spends only 3% of its GDP on education which is inadequate and insufficient. To improve the quality of education, the government needs to spend more money from its coffers on education<sup>[1]</sup>.

Most economists feel that the only panacea to the ills of the public schooling system is the voucher scheme. Under the voucher system, parents are allowed to choose a school for their children and they get full or partial reimbursement for the expenses from the government.

But however, the voucher system will further aggravate the problem of poor quality of education in government schools. Such a system will shift resources from government schools to private schools. This will worsen the situation of government schools which are already under-funded. Moreover, if the same amount given as vouchers can be used to build infrastructure in schools then the government can realize economies of scale. For example- The centre for civil society is providing vouchers worth Rs 4000 per annum to 308 girls. This means that the total amount of money given as vouchers is Rs 1232000. If the same amount can be used to construct a school and employ high quality teachers who are paid well then a larger section of the society will enjoy the benefit of education. A school can definitely accommodate a minimum of 1000 students<sup>[2]</sup>.

### Research Study

What the government is not realizing right now is that education which is a source of human capital can create wide income inequalities. It will be surprising to see how income inequalities are created within the same group of educated people.

Let me illustrate this with the help of an example: Let us take P be an individual who has had no primary or higher education. His human capital is zero and hence it bears no returns.

Let Q be an individual who completed his MBA from S.P Jain College and let R be an individual who completed his MBA from IIM Ahmadabad. The average rate of return for an MBA student is 7.5% (hypothetical). Q gets a rate of return of 5% and R gets a rate of return of 10% due to the difference in the reputation and quality of the management school.

Let the income of P, Q and R be 1. In a period of 10 years, P will be having the same income as he does not possess human capital. For the same time period Q will earn an income of  $(1+0.05)^{10}=1.63$  and R will earn an income of  $(1+0.10)^{10}=2.59$ .

Now let's see what happens when the rate of return on human capital doubles. Earnings of P will not change since he does not have any human capital. Now Q is going to earn  $(1+0.10)^{10}=1.63$  and R is going to earn  $(1+0.20)^{10}=6.19$ .

As soon as return on human capital increases proportionately income inequality increases. With return on human capital doubling, Q's income increases by 59% and R's income increases by 139%.

The above example just shows the effect of the quality of human capital on income inequality. So if the government does not improve education system particularly in rural areas the rich will become richer and the poor will get poorer. Hence,

it is imperative for the government to correct the blemishes in India's education system which will also be a step towards reducing income inequality<sup>[3]</sup>.

One of the ways in which the problem of poor quality of education can be tackled is through common schooling. This essentially means sharing of resources between private and public schools.

### Significance of the Study

An important branch of cognitive psychology that impacts very much on the Dick *et al.* model which was adapted for this study is constructivism. According to the trio, constructivism has had a major impact on the thinking of many instructional designers. A central point in constructivism is that learning is always a unique product "constructed" as each individual learner combines new information with existing knowledge and experiences. Individuals have learned when they have constructed new interpretations of the social, cultural, physical and intellectual environments in which they live. A primary role of the teacher therefore is to create appropriate learning environments in which students' learning experiences are authentic representations of real practices in applied settings<sup>[4]</sup>.

Bearing in mind the basic principles of constructivism, attempt has been made in this study to create appropriate learning experiences for the students through the CALP that has been produced. In other words, the interactive property of the CALP, coupled with the simulations provided in it were aimed at providing learning experiences that would enhance memory retention and improve students' performance in examinations.

Validation by educational technology experts was based on the following criteria: simplicity, unity among illustrations, emphasis on key concepts, color use, and text. Written responses and verbal contributions were obtained from the two experts. The two of them stated that the concept of teaching has been very well simplified even though one of them suggested the inclusion of audio explanations in some cases to further enhance individualistic learning. They both expressed that there was unity among the illustrations. However, while one of the experts believed that key concepts were sufficiently brought to the fore with simulations of the movement of ions within the electrolytes, the other expert recommended more emphasis on key concepts. Furthermore, one of them agreed that the color use was appropriate while the other suggested a change in some of the background colors<sup>[5]</sup>.

### Conclusion

One of the experts also said that appropriate texts were used, while the other recommended that the font size of some texts should be increased. In an overall judgement on the package, one of the experts stated that it was an innovative development in the design and validation of instructional packages. The other expert stated that the package could enhance learning especially if the little details he had expressed concern about were appropriately implemented. On the basis of the comments and suggestions of the experts, some text fonts were increased, while some background colors were also changed. During the review of the package after expert validation, some text fonts were increased, and

some background colors were changed as recommended by the experts.

### References

1. Altbach Philip G. Comparative Higher Education: Knowledge, the University, and Development. Greenwich, CT: Ablex Pub. Corp., 1998.
2. Comparative Education Research Approaches and Methods. Edited by Mark Bray, Bob Adamson and Mark Mason. Hong Kong and Dordrecht: Springer, 2007.
3. Emergent Issues in Education: Comparative Perspectives. Edited by Robert F. Arnove, Philip G. Altbach, and Gail P. Kelly. Albany, NY: State University of New York Press, 1992.
4. Arnove R, Torres C. eds Comparative Education: The Dialectic of the Global and the Local. Oxford: Rowman and Littlefield, 1999.
5. International Perspectives on Educational Reform and Policy Implementation. Edited by David S.G. Carter and Marnie H. O'Neill. Washington, DC: Falmer Press, 1995.
6. Quality Assurance in Higher Education: An International Perspective. Edited by Gerald H. Gaither. San Francisco: Jossey-Bass Publishers, 1998.
7. Higher Education Policy: An International Comparative Perspective. Edited by Leo Goedegebuure, *et al.* New York: Pergamon Press, 1994.
8. David G. Hebert. Music Competition, Cooperation, and Community: An Ethnography of a Japanese School Band (Ann Arbor: Proquest/UMI, 2005).
9. David G Hebert. Wind Bands and Cultural Identity in Japanese Schools (Springer, 2012).