

Syndicate Presentation

on

**Education : Primary Education, Secondary
and
College Education
&
Skill Development**

Content

- Overview of education in India
- Vocationalisation of secondary education in India
- Skill development Sector in India
- Schemes and policies
- Legislative & Regulatory frameworks
- Issues and challenges in implementation
- Key learnings
- Suggestions and Recommendations

Team Members

 **Vinod Sharma, IAS (Group Leader)**

 Khan Shamim Ahmed, IAS

 Ajay Deep Singh, IAS

 Jai Prakash Trivedi, IAS

 Chandrakanth Nema, IAS

 Jagdish Prasad Agarwal, IAS

 P Venkata Rama Reddy, IAS

 Pujara Niranjan Lalitchandra, IAS

Overview of Education in India

विद्या ददाति विनयं विनयाद् याति पात्रताम्।

पात्रत्वाद्धनमाप्नोति धनाद्धर्मं ततः सुखम्॥

Vidya (Education) means the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something

Ancient Indian Education System (From the Beginning to 10th C. A.D.)



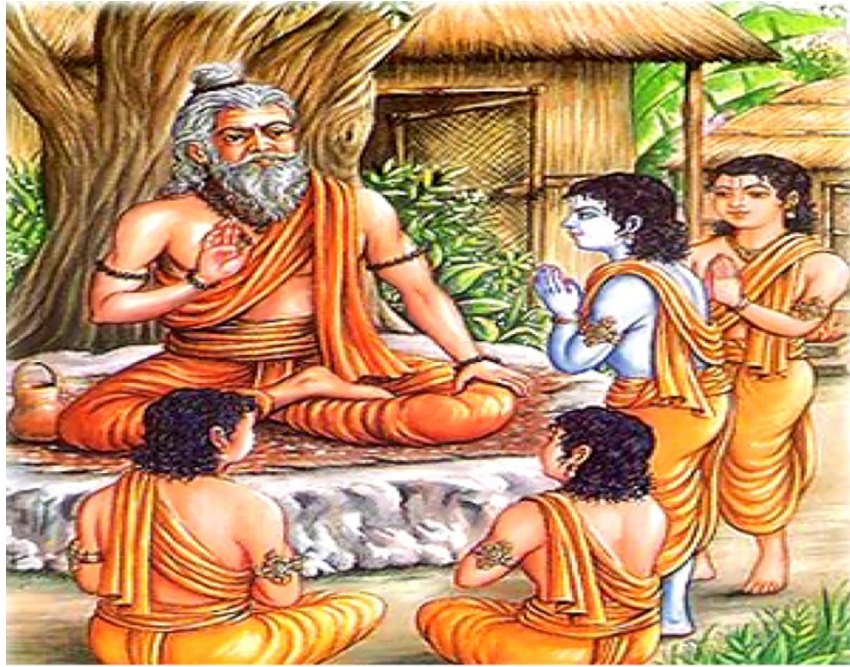
Introduction:-

In ancient India a child followed the occupation of his father, either religious or professional and his training in that particular field was provided by his father in his house. Over a period of time two system of education developed, the Vedic and the Buddhist. As the name indicates in the former system Vedas, Vedangaas, Upanishads and other allied subjects were taught while in the latter system, thoughts of all the major school of Buddhism was taught. Sanskrit was the medium of instruction in the Vedic system of education and Pali was the medium of instruction in the Buddhist system of education. But both system offered vocational education apart from religious education of their respective faiths. There was also a purely vocational system of education wherein master craftsmen and artisans taught their skills to students who worked as apprentice under them.

Aims of Education:

- **To provide good and quality education and training to youngsters.**
- **To preserve and enrich culture, character and personality**

Uniqueness of Ancient Indian Education: Uniqueness of Ancient Indian Education



Gurukul System

The education system of ancient India may claim to be unique in the world in many respects like-

- The State and the society did not in any way interfered with the curriculum of studies or regulating the payment of fees or hours of instructions.
- Another special characteristic of ancient Indian educational system was it was **fully and compulsorily residential**. The student had to live in the house of his teacher for the whole duration of his studies and learn from him not only what was taught but also **observe how his teacher responded to different situations arising in daily life and learn from it.**

Uniqueness of Ancient Indian Education

- **Stress was laid on having a personal relation between the teacher and the taught.**
- Each student used to meet the teacher separately and learn from him through separate instruction and guidance.
- Education was absolute free and the teacher looked after the primary needs of the students including food and clothing.
- The Indian system of education upheld the dignity of labor. Hence even a student aiming at the highest philosophical knowledge was duty bound to do some manual labor daily such as collecting fuel, tending cattle, etc.
- **Education in ancient India was more of seminar type where students used to learn through discussions and debates.**

EDUCATION DURING MEDIEVAL PERIOD IN INDIA



- The period under review covers the system of education in India from about the 10th century A.D. to the middle of the 18th century, i.e. before the British rule.
- Education was closely connected with religion
- Different rulers had different takes on education
- Akbar founded primary schools (maktabs) in which students learned reading, writing, and basic Islamic prayers, and secondary schools (madrasas) to teach advanced language skills,

Education In Mughal Period During Akbar Rule



- The Education system in Mughal period during Akbar was in advance of his age and made an attempt to raise the intellectual level of the people.
- Although he did not establish a network of schools and colleges all over the country for the benefit of the school-going population and did not allocate a fixed percentage of the state revenue for expenditure on education, he encouraged education in diverse ways.

Education In Mughal Period During Akbar Rule

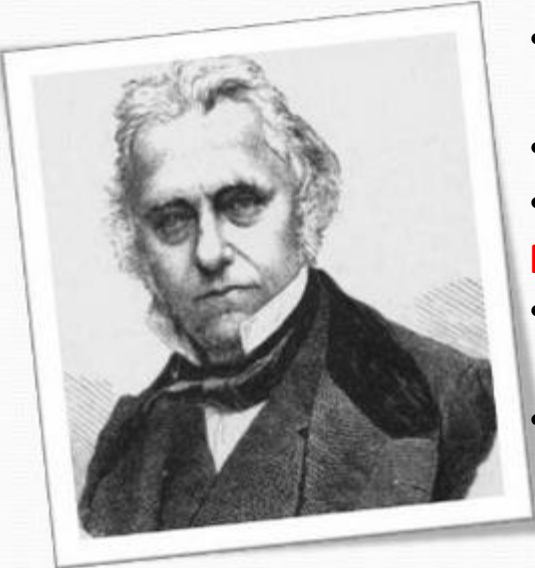
- **The Mughal education system consisted of primary and secondary schools, and even colleges.**
- Some of them were established and maintained by Mughal government, while others depended upon private philanthropy.
- **There was a maktab or primary school attached to every mosque where elementary reading, writing and arithmetic, besides the Quran, were taught.**
- In addition to these, there were madrasas which may be called secondary schools or colleges.
- **Akbar established colleges at Fatehpur Sikri, Agra, Delhi and other places, and richly endowed them.**
- His example was followed by his courtiers. Quite early in his reign Maham Anga had built a madrasa near the western gate of Purana Qila at Delhi. Khwaja Muin established a college at Delhi.
- **Akbar made an attempt to revise the curriculum and to include certain important subjects in the courses of study meant for grown-up boys at schools and colleges.**

Modern Indian Education- British Period

Introduction of Western Education - East India Company

- English East India Company showed a very little interest in promotion of education in India.
- The only purpose of setting up some educational institutions in India was to ensure a steady supply of Indians to law courts set up by the Company. Indian's knowledge of classic languages was used to establish correspondence with the native states by East India Company officials.

Macaulay's system of education



- **This system of education was introduced by Lord Macaulay in 1835.**
- The system put Anglicists Orientalists Debate to an end.
- This system is also known as Lord Macaulay's minute.

Macaulay's main provisions

- **This system clearly stated that Western Education has to be promoted in India through the medium of English language alone.**
 - **Under this system, Persian was abolished as the court language. On its place, English language was made the court language.**
- Under this system, the printing of English books was made free and these were widely available in markets at very low prices. This increased use of English in India.

EDUCATION IN INDIA : AFTER INDEPENDENCE

- Central Advisory Board of Education (CABE) set up two commissions deal with :

1) Primary Education

2) Secondary Education

- Free and Compulsory education up to the age of 14 years was debated in the Constituent Assembly;
- This found expression in the Directive Principles of State Policy in the Constitution of India –

Article 45 –

“The state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

By 86th amendment to the Constitution of India, now education to the children between the age of 6-14 is a fundamental right(May. 2002)

Following commissions / policies framework and Acts

- University Education Commission 1948
- Secondary Education Commission (1952)
- Education Commission (D.S. Kothari) 1964-66
- Draft National Policy on Education (1979)
- National Policy of Education-1986
- National Policy on Education (modified in 1992)
- National Curriculum Framework (NCF 2005)
- RTE Act 2009
- National Council for Teacher Education (NCFTE) 2009

STATUS OF PRIMARY EDUCATION IN INDIA

- Government lays great emphasis on primary/aged 6 to 14 elementary education.
- Approximate 80% enrolment in government school.
- Child labour banned with a view to ensure high rate of enrolment.
- Student teacher ratio – 1:50
- 58.16 lakh teachers (Primary School) in 2011.
- 21.27 lakh teachers (Secondary School) in 2012.
- Through District Education Revitalization Programme (DERP) to aim universalization of primary education with the support of Government. 1.60 lakh new school and 0.84 thousand alternative school established.
- In Jan, 2016 through the literacy programme Athylyani Kerala became the first state to achieve 100% primary education. Significant enrolment of girls is also part of this scheme.

- Community awareness/RTE campaign through Nukkad-Natak in slum areas
- School mapping information system Software (USMIS) launched.
- e-portal launched.
- Pre service teachers training Diploma in Elementary Education (D.El.Ed) is conducted as per NCTE guideline.
- Redeployment of teachers after completion of 06 month special D.EL.Ed training.
- Vigyan Mahotsavs are organized every year from school to State level. To develop the scientific aptitude and research methodology of students and teachers.
- State Learning Achievement Survey (SLAS) through State Council of Educational Research and Training (**SCERT**) for class VIII in Hindi, Science, Social Studies and Maths. .
- Yog, Health and Ayush curriculum is prepared in the light of quality education.
- 10 days training programme is organized for the enhancement of leadership quality of principal/headmaster.
- Libraries in many schools are being to enhance reading habits of students.
- Guidance and counseling is included in in-service teacher training.

SECONDARY /HIGHER SECONDARY EDUCATION

- 14-18 Yrs children.
- Emphasis on secondary education specially on inclusion of disadvantaged section of the society.
- Sarva Shiksha Abhiyan is extended in the form of Rashtriya Madhyamik Shiksha Abhiyan(RMSA).
- **RMSA –**
 - Launched in March 2009
 - 2 classes IX and X
 - To Improve quality of secondary education.
 - To reduce the dropout rate.
 - Construction of new school building, additional classroom with labs, library, art and craft room, safe drinking water, toilet, blocks. Accommodation for the teachers and staff.
 - ICT enabled education.
 - Quality Intervention – Appointment of additional teachers to improve the ratio 1:30.
 - Focused on Science, Maths and English.
 - In-service training of teachers.
 - Curriculum Reforms.
 - Teaching learning reforms.

RTE- Right to Education

- Free education upto Class VIII in Government School.
- School Management Committees (SMC)
- Even in private schools, 25% seats to be reserved for disadvantage students.
- Every school to be affiliated to the Boards.
- Three Central Boards
 - CBSE
 - NIOS
 - CISCE (Council for the Indian School Certificate Examination)
- Similarly every state has its own boards of education
- UGC established in 1957
- Apex body to regulate universities and college education.

Innovative measures

- Under the flagship program of Gujarat government for reducing dropout rate & increasing girls enrollment KANYA KELVANI ABHIYAN & PRAVESH MOHOTSAV has been started since the year 2005. As a result of this the dropout rate which was 20.93% in 2000-01 stood reduced to 2.09% in the year 2010-11.
- Classes 1-5 and 100% enrollment has been ensured
- In UP & Uttarakhand –
 - Kanya vidya dhan yojana
 - Laptop distribution yojana
 - Cycle distribution
 - Hamari beti uska kal
 - Padho betiyan- badho beteyan

College Education

Universities

- 659

Central University – 152

State University – 316

Private University – 191

Deemed Universities

- 101

Research Institutions

- 140

Art/Science/Commerce colleges

- 11678

Engineering/Technical Colleges

- 1562

Medical Colleges

- 2053

Polytechnics

- 1274

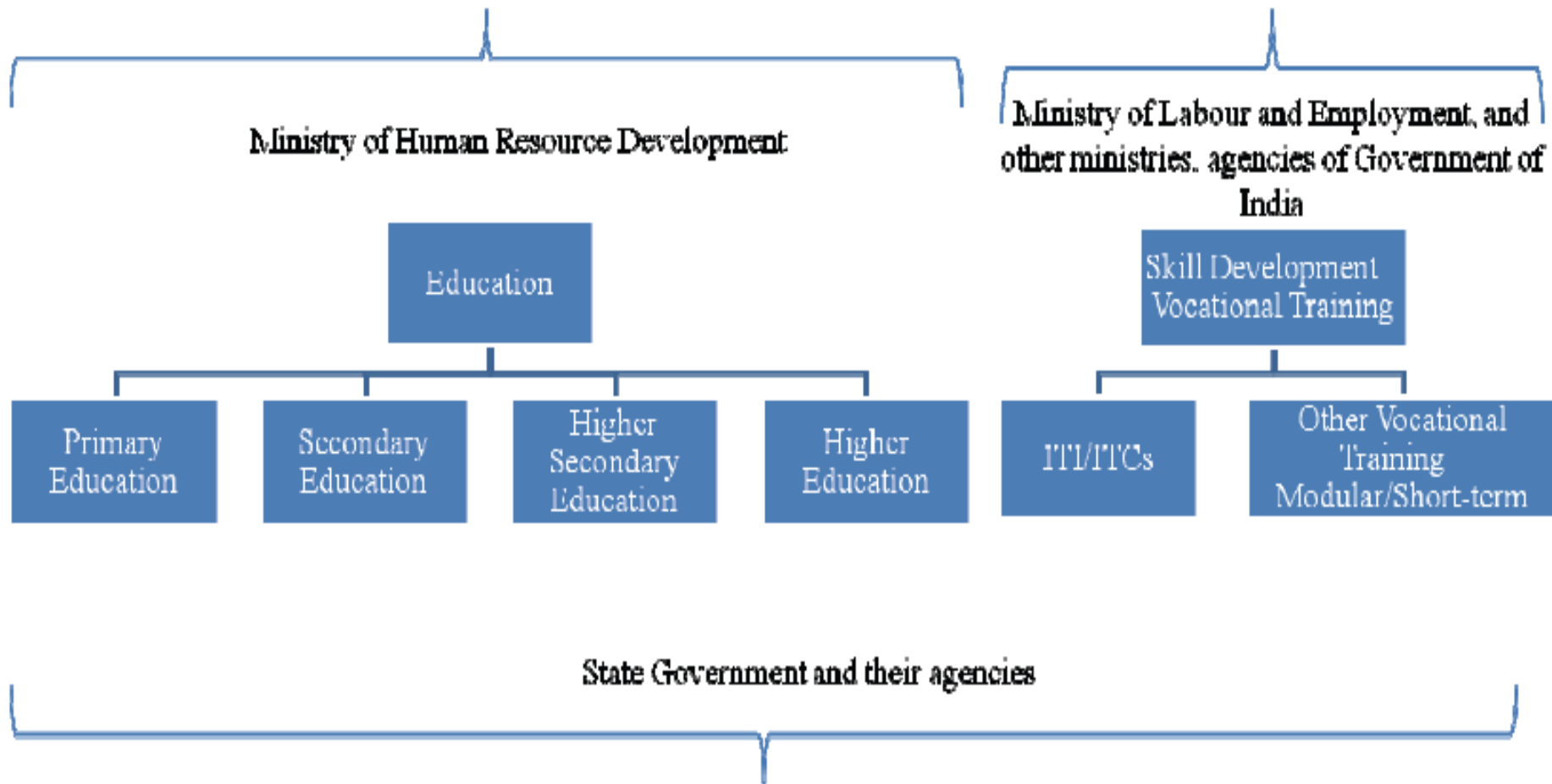
Other colleges

- 3500

Legislative and Regulatory Framework

- ❑ Education is in the concurrent list- Responsibility of Centre and State.
- ❑ Centre coordinates and determines standards in higher and technical education.
- ❑ School education is the responsibility of the state.
- ❑ Regulation are –
 - ❑ MHRD-Higher Education Department lays down the national policy of education.
 - ❑ State council for higher education- coordination of roles of Government, University and Apex regulatory agencies.

Structure of Education & Skill Development in India



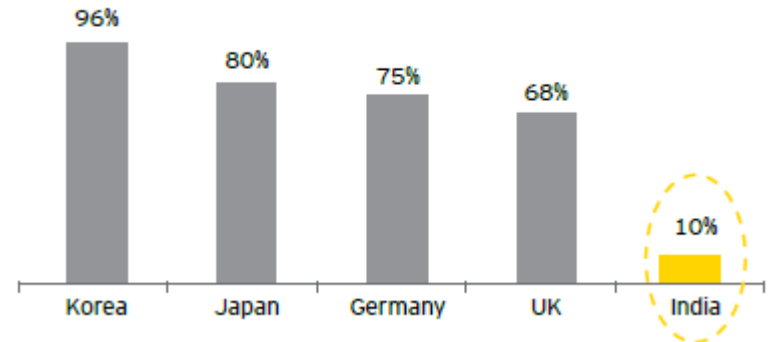
Vocationalisation of Secondary Education

- Despite high enrolment in primary education, high drop out rates up to class X.
- Such youth not aware about the right direction and have no access to any guidance about their future path.
- Hence, vocational education/training required for such youths.
- The scheme of vocationalisation of secondary education was launched in 1988. Only 10 lakh student beneficiaries through 10,000 schools covered so far.
- It enables diversification of educational opportunities so as to enhance individual employability.
- **Needs identification of various bottlenecks in the implementation of scheme and coordination with different departments engaged in skill building required.**
- **Career and counselling window under the guidance of professionals required for right information and guidance.**

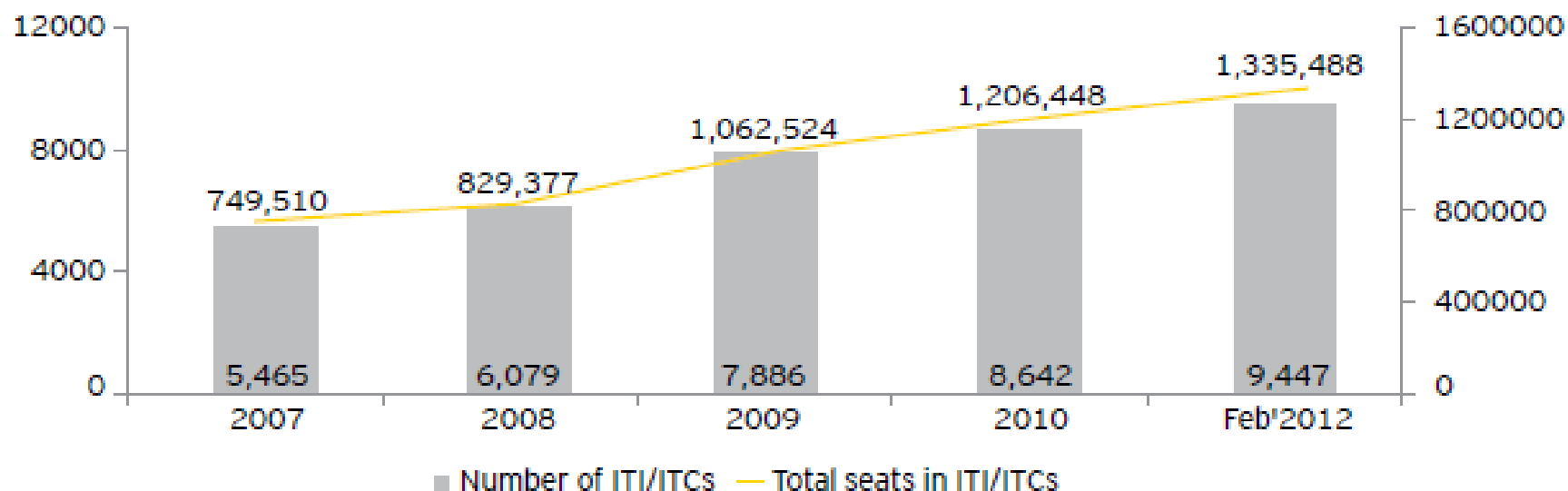
Skill Development

- India has seen rapid growth in recent years, driven by the growth in new-age industries. The increase in purchasing power has resulted in the demand for a new level of quality service.
- However, there is a large shortage of skilled manpower in the Country despite large/rich talent pool in the country.
- India lags far behind in imparting skill training as compared to other countries.
- **Out of 10%, only 2% received formal training and 8% received informal training.**
- Needs to impart employment enhancing a skills for increased productivity .
- **To achieve global competitiveness as a knowledge based society for accelerated economic growth of individual/country.**

Percentage of workforce receiving skill training (2008)



Total no. and seating capacity of ITI/ITCs



Most sought-after trades by learners in ITIs

Welder (Gas and electric)	Draughtsman (Civil)	Electrician
Plumber	Draughtsman (Mechanical)	Wireman
Carpenter	Surveyor	Instrument mechanic
Sheet metal worker	Fitter	Electronic mechanic
Mechanic (Refrigeration and air-conditioner)	Turner	Mechanic (Radio and TV)
Mechanic (Tractor)	Machinist	Information technology and electronics system maintenance

Ministry of skill development and entrepreneurship

- Committed to overall human resource development to take advantage of our demographic profile in the coming years.

Objectives:

- 1. To meet the challenge of skilling with Speed and Standard (Quality).**
2. To provide an umbrella to frame work to all skilling activities in the country and to align them to common standards and link the skilling with demand centers.
3. To align skill development efforts with the existing institutional infrastructure/ arrangements in the country.
- 4. To link skill developments to improve employability and productivity.**

National Skill Development Mission

- Launched by Hon'ble Prime Minister on 15.7.2015 on the occasion of World Youth Skills Day.
 - To create convergence across sectors and states in terms of skill training activities.
 - To achieve the vision of 'Skilled India' – to consolidate and coordinate skilling efforts and expedite decision making to achieve skilling at **Scale with Speed and Standards.**
- Following are seven sub-missions –
1. Institutional Training
 2. Infrastructure
 3. Convergence
 4. Trainers
 5. Overseas Employment
 6. Sustainable livelihoods
 7. Leveraging Public Infrastructure

Overview- Skill Development

1. India has the world's youngest work force for the next 20 years.
2. Out of 700 million Indians working by 2022, more than 500 million require some kind of training.
3. The skill training provided is not job oriented.
4. The learners select the courses based on the availability of seats rather than their interest and market demand.
5. High training costs being charged by private training institutes.

Recommendation	Players responsible	Target learner	What it means for the learner?
Provide voucher-based support to the learner to pursue skill training	Government	XIIth class pass or below XIIth	Continued financial support to facilitate the learner's employability skills
Collaborate with NGOs/panchayats to inform women and their families regarding VET	Government and private	Women	Increase women participation in VET, in turn increasing economic status of women
Introduce regional career and counseling windows	Government	All groups of learners	Informed decision making at the learner level
Provide learner-centric training	Government and private	All groups of learners	Customized training programs to meet long-term aspirational needs of the learner

Key Issues-

- To bring down the student-teacher ration to 1:16.
- In fact- in many schools in India – there are no teachers.
- Quality of teachers.
- Course content.
- Bad/Insufficient Infrastructure.
- 29% our population is not literate.
- Only 7% of the population that goes to schools, manage to reach graduation level.
- Only 15% of the enrolled manage to reach High School and above.

Key Issues-

- 80% children go to Government Schools.
- Private Schools are out of reach to most of the in the rural areas.
- Education to the girls
- Education system needs to be market oriented and market driven
- Emphasis needs to be on skill development and quality vocational education

Recommendations and Suggestions

- Decentralization of school management - local authorities such as panchayats.
- Transparent, norm based procedure for the recognition of private school – to reduce harassment of administrative delays.
- National evaluation body to monitor the quality of government and private school.
- Result based monitoring frame work.

Recommendations and Suggestions

- Need to revamp school inspections- we can think of third party evaluation.
- Reform curriculum.
- Availability of funds and flexibility of disbursement of funds.
- Allocation of at least 6% of GDP to education sector.
- Commercialization of school education to be curbed.

Recommendations and Suggestions

- Untied fund at the disposal of the District Collector.
- Kasturba Gandhi Vidyalayas, Kendriya vidyalayas & Jawahar Navodaya vidyalayas – number of them need to be increased
- Girls dropout at the village/block level- lack of good girls schools at that level.
- National Talent Search Examination type of exams to be revamped and popularized.
- Good quality colleges in the State- Infra structure and facilities.

Recommendations and Suggestions

- The skill training to be job oriented and market driven
- Moral education to be compulsarily part of educational curriculam
- e-Education at village/panchayat level
- Disaster management be the part of education system
- Like missionary and public school, there should be parents/teachers meeting.

*“Karna hai apni pyaas ka khud tum ko intezaam
Dariya tumhare paas tho chal ker na aayega”*

*“Wah waqt aagaya hai ki saahil ko chhor kar
Gahrey samundaron main utar jana chahiyeh”*



THANKS