

Study on Issues and Challenges Faced in Secondary School Education

Dr. Sandhya Kumari Singh*

Associate Professor & HOD, Department of Education, Harlal Institute of Management & Technology, Geater Noida, Uttar Pradesh

Abstract – Education is the backbone of each nation. A nation won't almost certainly survive in the aggressive world, if its education framework isn't capable of contributing for its advancement. Indian education framework is broadly scrutinized in multi-measurements for its inability to make required employability in its understudies as indicated by the business prerequisites and its failure to add to inclusive growth in the country all in all. To accomplish a higher level of association of corporate with the secondary education part, it is imperative that the difficulties of the secondary education segment be distinguished and tended to. Secondary education fills in as a connection between the elementary and advanced education, and plays a significant role in this regard. A tyke's future can depend a ton on the kind of education she/he gets at the secondary dimension. Aside from grounding the foundations of education of a youngster, secondary education can be instrumental in molding and directing the kid to a brilliant future. This phase of education serves to precede onward higher secondary stage just as to give nonexclusive competencies that cut crosswise over different domains of learning just as skills.

Keywords: Education, Employability, Skills, Secondary, Sector

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INTRODUCTION

Secondary education fills in as a connection between the elementary and advanced education, and plays a significant role in this regard. A tyke's future can depend a ton on the kind of education she/he gets at the secondary level. Aside from grounding the foundations of education of a tyke, secondary education can be instrumental in molding and directing the youngster to a brilliant future. This phase of education serves to proceed onward higher secondary stage just as to give nonexclusive competencies that cut across different domains of knowledge just as skills. The ongoing significant improvement of society, effect of globalization and fast growth of new innovations have prompted reassessment of India's readiness to generate required technical manpower, grow new knowledge and skills, and stay focused at global level.

It is for the most part advertised that India has a solid educational structure with head education. The distinctive measuring sticks, for example, new courses, evolving curriculum, dynamic philosophies and educator preparing encourage in conveyance of quality substance. E-learning, understudy well-disposed learning, expanded adoption of additional and co-curricular exercises, and so on in India draw in understudies from different nations, for example, China, Canada, South Africa, Germany, Canada, USA, UK and Australia. In any case, on the off chance that one sees the employability of the yield, the status of

unemployment and underemployment, the results are not encouraging. It is lamented that there is lack of quality education for poor people, and just a little portion of understudies, around one tenth from schools, go for higher examinations. It is criticized generally that numerous understudies think about through memorization, and each program is planned test situated and not learning-focused. Thus, India's education framework is a hindrance in accomplishing its goals of economic improvement. This investigation means to comprehend and assess the issues and difficulties in the Indian educational framework and to give arrangements.

Secondary education is an urgent stage in the educational progressive system as it readies the youngster's for advanced education and furthermore for the universe of work. The Government of India's intercession in secondary education is at two levels: (I) through apex national level bodies like National Council of Educational Research and Training, Central Board of Secondary Education, National Institute of Open Schooling, Navodaya Vidyalaya Samiti, Kendriya Vidyalaya Sangathan and Central Tibetan School Administration and (ii) Through centrally sponsored plans, for example, (a) Scheme of Boarding and Hostel offices for Girl understudies of secondary and higher secondary schools, (b) Integrated Education for Disabled youngsters, (c) Information and Communication Technology in schools, and (d) Quality Improvement in Schools.

- The Scheme of Boarding and Hostel Facilities for Girl understudies of secondary and Higher Secondary schools accommodates money related help to voluntary organizations for running inns for young lady understudies of secondary and higher secondary schools. Inclination is given to organizations having inns in Educationally Backward Districts, especially those which are prevalently occupied by SCs and STs and educationally in reverse minorities.
- The Scheme of Integrated Education for Disabled Children means to incorporate youngsters and youth with moderate inabilities in the ordinary educational system. The Scheme gives 100% money related help to State/UT governments and NGOs under different components for the education of kids experiencing mellow to direct inabilities in typical schools. The components incorporate remittances for books and stationary, uniform, transport, escort, perusers for visually impaired youngsters, hardware and so forth, and pay of instructors enrolled for showing the disabled kids.
- The Scheme of Information and Communication Technology (ICT@ schools) was launched by combining the recent plans of Educational Technology and Computer Literacy and Studies in schools, which fills in as a lucky opening to the students in the schools of India to connect the advanced partition.
- Quality Improvement in Schools is a centrally sponsored plan and is an amalgamation of the plans of improvement in science education, Mathematics Olympiads, Environmental Orientation, Promotion of Yoga and Population education and has another part of Educational Libraries. Under this plan, State governments and enlisted social orders are given gifts for the predefined exercises under every one of the recent program.
- In request to accommodate diversification of educational opportunities in order to enhance singular employability, reduce the crisscross among demand and supply of gifted manpower and give an option in contrast to those tightening advanced education, the centrally sponsored plan of Vocationalisation of secondary education was launched in 1988. It was modified in 1992-93 and now accommodates money related help to the States to set up an authoritative structure, lead zone explicit vocational overviews, plan educational module, textbooks, exercise manuals, curriculum guides, reference booklets, instructors preparing programs.
- Secondary is partitioned into two phases, lower or junior secondary and senior or higher secondary. Secondary education is varied and relies upon whether States have adopted the national structure for elementary education of eight years duration. Barring the Union Territories, around nine States keep on having seven years of elementary education, making secondary three years instead of two as in different States. Obviously States with a three-year secondary education program are in transition and will adopt the national structure in the following couple of years. When all is said in done, there are no subject decisions to be made by understudies in secondary education; the curriculum is standardized relying upon the certification process.

INDIAN EDUCATIONAL SYSTEM

India is known for its educational excellence. Indian Education has as of late increased global acknowledgment with its recognized diversity character. Distinctive curriculum bodies govern the school education framework in India. They are:

1. The National Council of Educational Research and Training
2. The State government Boards
3. Focal Board of Secondary Education
4. The Council of Indian School Certificate Examination
5. The National Institute of Open Schooling
6. Islamic Madrasah School Boards
7. Independent schools like Woodstock School, Sri Aurobindo International Center of Education, Auroville, Patha Bhavan and Ananda Marga Gurukula.
8. Universal schools, under the International Baccalaureate, or the Cambridge

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PRIVATE AND GOVERNMENT SCHOOLS

There are schools possessed by Government just as private gatherings (supported and self-financed). In 2006, 19% of Indian kids were privately taught. This figure bounced to 38% in 2014 (MHRD., 2016). Private schooling has been growing persistently and discovered desirable by the general population, independent of their financial status.

INTERNATIONAL SCHOOLS

In January 2015, the International Schools Consultancy listed India as having 410 universal schools. Over 95% of the global schools offer a double curriculum (worldwide and a national curriculum like CBSE, ICSE or State board).

HIGHER EDUCATION

India has around 152 local colleges, 316 state colleges and 191 private colleges. Different foundations incorporate 33,623 universities, including 1,800 selective ladies' schools, and 12,748 establishments offering Diploma Courses (Indrail, 2015). The University Grants Commission organizes, decides and keeps up the norms of advanced education at different levels. The bodies in charge of the diverse expert projects are: All India Council for Technical Education, Indian Council for Agriculture Research, Distance Education Council, National Council for Teacher Education, Bar Council of India, Medical Council of India, Indian Nursing Council, Central Council of Homeopathy, Pharmacy Council of India, Central Council of Indian Medicine and Dentist Council of India.

OPEN AND DISTANCE LEARNING

At the school level, National Institute of Open Schooling gives opportunities to proceeding with education to the individuals who missed completing school education. 14 lakh understudies are enlisted at the secondary and higher secondary level through open and separation learning. In 2012, different state governments additionally introduced State Open

School to give separate education. At advanced education level, Indira Gandhi National Open University (IGNOU) co-ordinates separate learning. It has a cumulative enrolment of 15 lakh, serviced through 53 territorial focuses. The Distance Education Council an expert of IGNOU is co-planning 13 State Open Universities and foundations of correspondence courses in conventional colleges.

VOCATIONAL EDUCATION

All India Council of Technical Education announced in 2013 that there were in excess of 4,599 vocational establishments that offer degrees, recognition and post-confirmation in design, building, lodging the board, infrastructure, drug store, innovation, town administrations and others. Complete annual admission limit with regards to technical recognitions and degrees surpassed 34 lakhs. In 2016, 10 open and 10 private educational establishments were made world-class. Rs 1,000crore spending plan was provided for advanced education. Rs 1,700 crore was provided for 1500 multi-skill advancement focuses. 62 new navodaya vidyalaya were made to give quality education. A computerized literacy plot was launched for covering six crore extra rural family units. The National Skill Development Mission started to bestow training to 76 lakh youth (India Today, 2017). Business enterprise training was provided across schools and colleges alongside massive online courses. Sarva Shiksha Abhiyan was introduced to build center around quality of education.

PRIMARY AND SECONDARY EDUCATION: ACCESS, QUALITY AND LITERACY

Regardless of endeavors to fuse all areas of the populace into the Indian education framework, through systems, for example, positive segregation and non-formal education, vast quantities of youngsters are still without schooling. Despite the fact that enrolment in essential education has expanded, it is estimated that no less than 35 million and perhaps upwards of 60 million, kids matured 6–14 years are not in school. Extreme sex, local, and position variations likewise exist. The principle problems are the high drop-out rate, particularly after Class 10, low levels of learning and achievement, inadequate school infrastructure, poorly working schools, high educator non-appearance, the substantial number of instructor vacancies, poor quality of education and inadequate assets. Different gatherings of youngsters 'at risk, for example, vagrants, kid workers, road kids and victims of riots and natural fiascos, don't really approach schools.10 Furthermore, there is no normal educational system; rather kids are directed into private, government-helped and government schools based on capacity to pay and social class. At the top end are English-language schools affiliated to the upscale CBSE (Central Board of Secondary Education), CISCE

(Council for the Indian Schools Certificates Examination) and IB (International Baccalaureate) examination sheets, offering globally perceived syllabuses and educational module. The individuals who can't manage the cost of private schooling go to English-language government-supported schools, affiliated to state-level examination sheets. Also, on the base rung are poorly managed governments or civil schools, which provide food for the offspring of the poor larger part. In this way, while education for all is defended by the Constitution, and a dominant part of individuals would now be able to get to educational assets, the quality of the education those youngsters in Indian get shifts broadly as indicated by their methods and foundation, which is a stressing and problematic pattern. In India's 600,000 towns and duplicating urban ghetto natural surroundings, 'free and mandatory education' is in truth fundamental literacy guidance administered by scarcely qualified 'para instructors'.

The push on elementary education in the course of the most recent two decades and the growing yearnings of poor networks coming about because of their support in a political popular government have just prompted a circumstance where most youngsters at age six are enrolling in schools/learning focuses and private extension courses. Be that as it may, the poor quality of these schools and their simple physical and human infrastructure frequently lead to youngsters dropping out of the educational system without learning or proceeding in it with limited learning. An emphasis on nourishment, vocation and wellbeing ensures is in this manner all the while required to level out the underlying impediments of the poor in the educational circle originating from malnourishment, destitution, and wellbeing related debility. The present Indian government, the United Progressive Alliance, seems, by all accounts, to be focused on confronting these difficulties, as reflected in their Common Minimum Program (see beneath). The presentation of a 2 percent education (additional charge) on duty, a stress on work ensures and the establishment of a National Rural Health Mission is subsequently welcome improvements in this regard. India's point of giving essential education to all stems from the empowering and redistributive impact of education.

FUNDING AND HIGHER EDUCATION

Under the Constitution, responsibility for education is shared among local and state governments. The focal government sets approach, invigorates development and plans structures. The state governments are in charge of running the education framework on the ground. This has exacerbated problems since states have varying resources to designate to education. It is the deficiency of resources that has as of late turned into the most squeezing and focal issue. Allocation is another issue. When resources are rare, what are the state's priorities? When all is said in done southern, more extravagant states show improvement over the poorer, northern ones.

The standard of educational offices, and the quality of education, is commonly higher in essential and secondary schools in more extravagant states than poorer ones, for example, Bihar and Jharkhand. In advanced education, contrasting availability has itself added to the economic contrasts. The IT-based achievement of southern states owes a lot to their higher number of building colleges, and resulting more prominent pool of alumni. The quantity of designing colleges demonstrates incredible diversity, and has added to the centralization of high-innovation industry in southern India. Be that as it may, the uniqueness between these states and northern states is dramatic; Bihar, for example, has short of what one designing school for each 10 million individuals in the state; Tamil Nadu has very nearly four colleges for each million people.³⁸ The growth of the IT and BPO (Business Process Outsourcing) ventures and the attending spread of PC use and application in the private part has significantly affected the extension of the exceptionally skilled work market, and in this manner on advanced education. Indeed, private sector education is a growing field in itself, estimated to make up almost 2 percent of GDP. Shockingly, this top-quality education is restricted not just topographically to those territories where the IT businesses are based (as we have just observed), yet in addition as indicated by capacity to pay, as the private-part educational foundations charge prohibitive expenses.

Arranging the need to share the weight of financing advanced education between the public and private sectors has been a consistent problem for the Indian government. For instance, the 1986 changes fortified the autonomous status of advanced education foundations, however prompted a slow decrease in government consumption around there. The government confronted a serious resource crunch and chose to reduce the subsidization of advanced education by around 50 percent. Two boards of trustees were set up to mobilize extra resources for colleges and technical education foundations. Colleges were encouraged to raise charges and to swing to the private division for extra subsidizing. Therefore, the harmony between the public and private sectors turns out to be practically synonymous with a harmony among excellence and access. While it is significant for India to create top quality alumni, it is equally significant that the chance to pick up a degree isn't restricted to special networks.

ISSUES AND CONCERNS

There are 28 million understudies enrolled in secondary and higher secondary education in the nation speaking to a Gross Enrolment Ratio (GER) of 35 percent. 66% of those understudies enrolled in upper primary and a fourth of those enrolled in primary proceed into secondary. The middle growth rate in secondary (6.45) is higher than in upper primary (5.61) and primary (3.95). Despite the fact that the rate of increment in secondary is higher than

in upper primary and primary, the ongoing increment in primary enrolment isn't reflected yet in the enrolment in upper primary and secondary education. All things considered, this expansion will occur throughout the following couple of years, which has both strategy and financial implications examined later in the paper. As far as the proportion of young men to young ladies in the course of the most recent couple of decades, enrolment has improved from 13 percent to 38 percent. Be that as it may, the GERs reflect a proceeded with sexual orientation hole for young men and young ladies. The GER for young men is 42 percent and that for young ladies, 28 percent. Net Enrolment Ratios are not accessible. In the event that the expansion in enrolment is considered in the course of the most recent 50 years, aside from amid the most recent decade, enrolment seems to have nearly multiplied every decade. Over the most recent ten years, enrolment has increased by around 30 percent. Amid this period, young ladies' enrolment has increased more than that of young men — multiple times for young ladies and multiple times for young men. Be that as it may, the hole among young men and young ladies' enrolment keeps on being extensive.

India has been a multi-cultural, multi-religious, and multi-semantic culture. Each State has an alternate and distinct personality. Dealing with different aspirations of such individuals in a majority rule nation is surely a test to the Govt. of India. The different issues are laid out here:

Lack of quality education: In the main 100 colleges list by 'Times Higher Education World Reputation Rankings', none of the Indian colleges could be found in the rundown. In the 2017 rankings by the HRD service, just 2,995 establishments (6%) participated from around 51,000-in number higher educational organizations in India. There is serious provincial lopsidedness as well. In the overall rankings, of the 100 best establishments, 67 are from only eight states. Among the best 100 colleges, 40 are in three states. Among the best 100 colleges, 77 are from only five states (Nanda, Prashant K. 2017).

Debasement in education: Corruption in Indian education framework has been eroding the quality of education. It is one of the real supporters of domestic black cash. Payment to Management at dim rooms and looking for admissions is increasing. 'Get full salary in the record, pay back part to Management by clear marked checks' is likewise a training in some private schools.

No proper value education: Value education isn't offered in the schools and colleges. Whenever offered, religion and disdain are spread for the sake of value education. A considerable lot of the specialists, attorneys, CAs, government officials and Govt. workers who should be the heroes of the general public, experience the ill effects of serious accusations of defilement.

Seniority homes are increasing. Suicides are increasing. The significance of affection is eventually evolving. The education-drove innovation, developments and advancements are being misused.

Poor Women's education: Women have a much lower literacy rate than men. Moderate cultural demeanors keep young ladies from attending schools. Regardless of Govt.'s endeavors to give incentives viz. early afternoon suppers, free books and outfits, young ladies' attendance is poor. In spite of the fact that the base age for marriage is eighteen, numerous young ladies get hitched a lot before. In this way, at the secondary level, female drop-out rate is high.

Lack of Facilities: according to 2016 Annual Survey of Education Report, 3.5% schools in India had no toilet facility while just 68.7% schools had useable toilet facility. 75.5% of the schools surveyed had library in 2016, abatement from 78.1% in 2014. Percentage of schools with separate young ladies' toilet has increased from 32.9% in 2010 to 61.9% in 2016. 74.1% schools had drinking water facility and 64.5% of the schools had play area.

Curriculum issues: There are a wide range of curriculum frameworks that confound the understudies who wish to accomplish a similar target, for example, Engineering, Medical and Business Administration. At the advanced education level, there is no consistency in the syllabuses instructed for a similar program. Schedule amendment is done frequently without thinking about the contemporary necessities of enterprises. There is lack of diversity in the subjects one can take in colleges. Adaptability to traverse streams is additionally lacking.

Wrong societal viewpoint: For Governments, additionally scoring is achievement. English is turning into the proportion of insightfulness. Subsequently, guardians of today look into vernacular mechanism of education. Because of the apparent thought of second rate quality, Govt. schools are turning into the last decision for some. Education-chasing movement has turned into a matter of pride for some families. The vast majority of the school understudies invest larger part of their learning energy in preparing for focused tests. Instructing classes also flourish because of this ridiculous challenge, leading to a class-partition.

SOLUTIONS TO THE INDIAN EDUCATION SYSTEM

Give more significance to primary and secondary education: Primary education is the backbone of education arrangement of a nation. On the off chance that the instructors at primary and secondary level are unskilled, not qualified and less-paid, every further investigation will be in stake. Consequently, more consideration is required on primary education

as opposed to advanced education. By and by, advanced education foundations contend to get quality understudies. The more fragile and less presumed colleges end-up with poor understudies. This influences consecutively the employability of youth, and makes a class-separate.

Offer significance to technology in education: India needs to embrace PC and rapid web technology. Our educational conveyance mechanisms should take the abundance of human money to the majority. The models of physical schools, colleges and colleges should be incorporated and interlinked with ICT. The Governments ought to put more in innovative infrastructure that will facilitate the knowledge accessibility.

Empower advancement and imagination: The framework should compensate the individuals who merit most noteworthy scholarly respect. The crammers ought not to be remunerated. Our testing and marking frameworks should be worked to recognize unique contributions, imagination, problem solving and development. Positions ought to be awarded as needs be.

Personalize the education: Indian education framework is based on the presumption that if a thing is beneficial for one youngster, it is useful for all. In any case, one massive education framework can't be suitable to all. A few people are visual learners; others are sound-related learners. A few children learn quicker, some do moderate. The prospectus ought to be planned so that each learner's dormant capacity is identified and inspired. Rushed and quick learning ought to be disheartened.

Train the coaches ceaselessly: An educator is a business visionary and maker. The execution of an educator ought not to be restricted to homeroom. It should be opened up for the world to see with web. There must be leaders in showing positions, not salaried individuals holding their mantle. Henceforth, regular training is a necessity.

Change the inclination to educate: Teaching employments are broadly viewed as sheltered, generously compensated and sans risk occupations. A large portion of the instructors would prefer not to change. As they become experienced, they get septic, and not think about the nature and need of the understudies. Understanding the present age is the necessity. Rules ought to be made in this direction.

Furnish quality education with character: Education without character is premature birth and will make divisions in the general public. A nation that lowers the quality of education and permits score rivalry in tests will crumple. The bewildered specialists, less skilled architects, weak judges, money disapproved of bookkeepers, covetous businesspeople, cruel ministers and ignorant educators can't serve for the economy's growth. They will soon and most likely fate

the general public with their unethical practices which nobody can stand up to.

Deal with corruption carefully: Corrupt governments officials upheld by corrupt followers and corrupt police power are increasing. Frauds, robberies, assault and lewd behavior cases are rising. Govt. recruited bank chief's neutralize the Govt.'s improvement arrangements. Printing of phony notes, presentation of plastic rice, egg, cabbage, and so on is getting to be uncontrollable. Contaminated is all over the place and in all things. Natural products become ready with synthetics. Indeed, even the little children's items are adulterated. The Govt. should deal with such deceitful individuals harshly.

Make education affordable to all: If we need to see our nation as a knowledge economy, we have to offer quality education to all and not rationing of education. Admissions in educational establishments ought not to be on caste or religion basis. Financial help to understudies dependent on caste and religion ought to be promptly halted. It is seen that individuals earning great measure of pay appreciate Govt. incentives and they become inert nearly because of the caste/religion benefits. Unmerited reservations make a societal division, and lead to mind channel. Reservation will disappear if the shortage in education is stayed away from.

Nationalize education area: Education in India has been regulated on a not-revenue driven basis. This energizes corrupt individuals, money launderers and government officials to utilize education organizations to conceal their black money, and earn overwhelming pay from education business through shrewd organizing. Govt. can't regulate them. Subsequently, the opportunity has already come and gone to nationalize private educational foundations tuned in to government structure and compensate the investors sufficiently. Education up to tenth ought to be made free of expense.

CONCLUSION

It is upper primary and secondary level of education that is presently in the core interest. After some time, secondary schooling offices improved to a significant level yet at the same time there are a couple of territories of concern like Schooling offices to an extensive number of habitations were not available. Government schools had lower percentage of structures than the schools under the private administrations. So far as the speculation on education is considered, secondary education has never been the priority region of venture. So as to address the difficulty of Universalisation of Secondary Education, there is a requirement for a change in perspective in the conceptual structure of secondary education. The core values in such manner are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary

Education offers opportunity, to move towards value. The concept of regular school' will be encouraged. In the event that these values are to be set up in the framework, a wide range of schools, including unaided private schools will likewise contribute towards Universalisation of Secondary Education by guaranteeing satisfactory enrolments for the youngsters from under advantaged society and the kids Below Poverty Line families.

India can utilize its huge HR beneficially if the learning framework is made powerful. As a tyke is conceived, it is painted with religion and caste by the apprehensive society and is shelled with every single one-sided thought and raucous theories. Each youngster has unlimited potential and it ought to be allowed to be free from our evil considerations. It ought to be educated to reduce the inequality. We can complete a ton. Be that as it may, we are not working with required seriousness. In the event that the Govt. schools are fizzling, it is principally a result of non-availability or nonappearance of instructors, no superintendents for governance, lack of activities by educators, lack of direction to understudies, lack of infrastructure, increased association of lawmakers and progressively bureaucratic control. Aloof guardians including Govt. teachers, MPs, MLAs and ministers send their wards to pvt schools. It is a shameful circumstance. The government should deal with it seriously. The schools Kendriya Vidyalaya and Navodaya Vidyalaya are much better than public schools. The method for educating is sublime. The capabilities of educators are unmatched. These schools are doing ponders, giving quality education as well as opportunity to exceed expectations. No private school can coordinate their infrastructure; both are Govt. schools with low charge. For what reason wouldn't we be able to adopt a similar logic in all Govt. schools? Governments complete a great deal in education, however not getting the results, since the endeavors are neither totally sorted out nor consistent.

Employability is a serious problem today. By one way or other individuals get degrees and become jobless or underemployed. The quality of education is straightforwardly connected to the resources available and it is significant for the Govt. to improve resource allocation to achieve subjective changes in the field of education. In spite of the fact that the quantity of understudies and projects expands each year, India has neglected to deliver world class universities both in the private part or the public segment. The shortage of quality education ought to be maintained a strategic distance from. The focal Govt. ought to assign enough money to open new schools, colleges and universities, redesign the whole framework and put resources into technology and innovation identified with the education framework. Each tyke conceived in this nation ought to have equivalent opportunity to learn, develop and exceed expectations in existence with quality education mixed with character. A vibrant country is made by the energetic youth and dynamic media. The

youth and media can be positive just if the government officials are honest and capable.

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Corresponding Author

Dr. Sandhya Kumari Singh*

Associate Professor & HOD, Department of Education,
Harlal Institute of Management & Technology, Geater
Noida, Uttar Pradesh

sandygandhar2020@gmail.com