

The Non-Uniform School Education System in India: A Critical Analysis

Shreekrishna^{1*} Dr. Ravindra D. Gadkar²

¹ Research Scholar

² Professor, Department of P.G. Studies & Research in Social Work, Kuvempu University, Shankaraghatta - 577 451 Shivamogga District, Karnataka

Abstract – Introduction: Education is a dynamic force in the life of every individual, influencing his physical, mental, emotional, social and ethical developments. India has a long history of organized education. The Gurukul system of education is one of the oldest in India and it is not for all. The current system of education, based on western style and it is for all. The multi-dimensional growth of a nation is dependent on the presence of qualified and dynamic human resources. The greater the proportion of qualified human resources, the greater the contribution of this population in making a country develop holistically. It is the presence of quality education that propels individuals and, in turn, nations to attain economic goals, and maintain sustainable growth with equity by providing the fruits of development for all. The present school education system is mainly of three types such as; levels of education, ownership of educational institutions and educational board affiliations. The present paper focuses on ownership and boards of educational institutions. These two factors are providing non-uniform education in India. It leads to major inequalities among the students. The medium of instruction as an English is one of the drawbacks in the accessing quality education among students. **Methodology:** The present study, which is based on secondary data. **Conclusion:** The condition of the education system, especially school education is not better condition, because of dividing ownership of educational institutions and educational board affiliations. These are the major disadvantages to get a uniform education. There is, therefore, a need to develop a system that can provide an equal opportunity for every citizen of the country for the development of the individual in particular and society in general.

Keywords: Non-uniform, Education, School Education, Educational System

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INTRODUCTION

The present paper focused on school education system in India. The impact of the ownership and boards in the primary to higher secondary school education are discussed. The education is the integral parts of the human development, for that reason, equal and quality education among the public is viewed. The acquiring education, especially school education is the biggest task; because of its dependence on the socio-economic status of the family. The ownership and boards are recognised by the government as well as private sector. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India (Patel 2013: 41). At this point, non-uniform in the school education system is examined. The paper objective is that uniform and quality education to every citizen of the country.

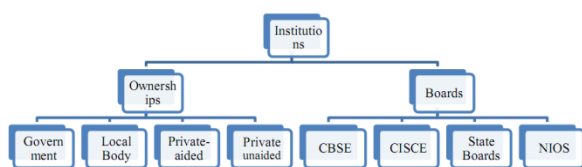
STATEMENT OF THE PROBLEM

In a civilized society, every individual will have an equal opportunity in education; it is a key factor in getting the only development of the person, in particular, but also society in general. But, in reality, it does not happen. Some systems favour some sections of the society and disfavour of other sections of the society. These differences are as a result of traditional, anti-human systems work strongly in the society, in order to overcome these anti-human governing systems. A new system of governance taken shape after the independence of India. The Indian education system is on the concurrent list. It is leading lots of dissimilarity in central and state government-sponsored education system. The ownership and boards have lots of variance in providing quality education. The present paper is an attempt to ascertain the status of the non-uniform school education system among Indians in the post-independent India.

IMPORTANCE:

India is one of the second biggest populated countries in the world and it also has a big Constitution. India is not only the country; it also called the union of states with a diversity of cultures. The education is the most powerful weapon which can use to change the world; such kinds of weapon suffering from various factors in India. Therefore, it considers as the latest issue in this paper. Union government administration depends on sharing's of the responsibilities of "lists". India had 3 types of sharing's to provide the service to the public. Firstly, central list, secondly, state's list and finally, concurrent list. Presently 'Education' comes with the concurrent list. The affiliation of ownership and boards of educational institutions are leading the non-uniformity in the school education system. For that, students are getting the mixture and unequal education. Therefore, public and ruler should aware and find out a solution or else it will become one of the biggest problems in the country. It means, it must be universalized the education system with uniformity under the control of Government of India.

Brief Conceptual Framework



The affiliation of ownership and board are major sources for providing the school education in India. The types of affiliations of ownership are government, local body, private-aided and private-unaided and the types of affiliations are national and state boards are Central Board of Secondary Education (CBSE), Council of Indian School Certificate Examinations (CISCE), State Boards and National Institute of Open Schooling (NIOS) exists. These are having a major role to access the education in India. Picturing these two institutions shows diversified syllabus, text, infrastructure, funding, skills, career guidance, teacher training, etc. therefore, non-uniformity of the school education system in India exists.

Operational Definitions

Non-uniform: The varying unequal structure existing in education in the area of ownership and boards of affiliations is called non-uniform.

Educational System: Union and state governments under educational institutions are providing education and its related activities in different forms and different approaches are called 'educational system'.

School Education: The 1st standard to the 12th standard education system is called 'school education system'.

Education: The process of receiving or giving systematic instruction, especially at a school or university.

Objectives of the Paper

1. To understand the condition of the ownership and board of school education system.
2. To ascertain and critically analyze the ownership and board as well as present status of the school education system.

METHODOLOGY:

The present study, which is based on secondary data covering journals, articles, reports, Acts, programs, and e-resources, etc.

REVIEW OF LITERATURE

It focussed on 'The Right of Children to Free and Compulsory Education (RTE) Act, 2009'. It is enhancing the elementary education in India and provides the liberal rule to take the school education to all children who come under the age of six and below the age of fourteen years (RTE 2009: 1-13). It discussed on ancient Indian education system especially the *Gurukul* system of education (Vishal D. Pajankar 2010: 15). The different levels of present education system such as pre-primary, primary, upper primary, secondary, higher secondary, undergraduate, postgraduate and doctoral programs are discussed (Patel 2013: 41). It examined the Buddhist and Muslim education system in India. Also, it focussed on Macaulay effects of education includes 'Untouchables' of India (Mishra 2014: 1-4). It speaks of the quality of education in school education in India and its development (Panigrahi 2016: 544-559).

Historical Development of Education in India

India has a long history of organized education. The Gurukul system of education is one of the oldest education systems in India, this education system limited to the higher castes only (Vishal D. Pajankar 2010: 15). Buddhist education times except for Brahmin caste, all are eligible to get an education. Brahmin caste is neglected not rejected in Buddhist education. Muslim education time rejected to teach women. In the British period, firstly, they neglected to take under their education, except high caste communities. Later, Lord Macaulay's came to India, he introduces education to all including untouchables (Mishra 2014: 1-4).

The current system of education, with its western style and content, was introduced and funded by the British in the 19th century (Vishal D. Pajankar 2010: 15). Present India's education system is divided into different levels, such as pre-primary, primary, upper primary, secondary, higher secondary, undergraduate, postgraduate and doctoral programs (Patel 2013: 41).

The level of education systems is suitable and the ownership and board of institutions are not suitable and not affordable to the public. The education should public-oriented, not class or caste or religious-oriented.

The brief overview of Educational Institutions of Ownership and Board

A. Ownership of Educational Institutions

Schools in India are owned either by the government or by the private sector. Schools can thus be segmented as: Government educational institutions are run by the union government or state governments, or autonomous organisations and are wholly financed by the government. Private-aided institutions are managed privately, but receive the regular maintenance grant from the government, local body or any other public authority. The rules and regulations followed here are same as that of the public schools (British Council India 2014: 13). Private unaided institutions are managed by an individual or a private organisation and do not receive a maintenance grant either from the government, local body or any other public authority. The fee structure for the students may vary greatly from that of the government institutions (Ibid: 14).

The following table shows the number of schools, as per ownership type:

Table 1: Number of Indian schools, as per ownership

	Public Sector Schools		Private Sector Schools	
	Government	Local Body	Private-aided	Private-unaided
Primary	524,234	140,765	26,484	68,203
Upper Primary	219,451	59,961	22,742	63,748
Secondary	42,119	11,582	27,053	36,252
Higher Secondary	24,808	1,847	17,302	20,441
Total	810,612	214,155	93,581	188,644
Sector wise Total	1,024,767		282,225	

Source: British Council of India, 2014 (pp. 14).

The table shows, there are 1.3 million schools in India, 62 per cent are managed by the union/state governments and 16 per cent are managed by the local bodies (Ibid: 14). The private-unaided institutions are more than private-aided institutions.

B. Educational Boards

Education in India falls under the control of the NCERT. It is an apex resource organisation set up

by the Government of India, to assist and advise the Central and State Governments on academic matters related to school education. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. The objective of NCERT is to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education. In India, the various Curriculum bodies governing the school education system are:

National Boards

CBSE: Established in 1962 under the purview of the Ministry of Human Resource Development (MHRD), CBSE gives affiliations to both public and private schools. There are currently about 15,167 schools affiliated under CBSE. The board conducts final examinations, All India Senior School Certificate Examination (AISSCE) for classes X and XII (British Council India 2014: 18).

CISCE: It is a private, non- governmental education board in India. It conducts the Indian Certificate of Secondary Education (ICSE) (for class X) and Indian School Certificate (ISC) (for class XII) examinations in India. About 1,900 schools are affiliated with the CISCE board. It was set up in 1956.

State Government Boards: These educational boards are regulated and supervised by the state apex organisation for secondary and senior secondary education. A portion of the curriculum focuses specifically on imparting knowledge about the state. Majority of Indian schools are affiliated with the state government boards.

NIOS: It is the board of education for distance education, under the Union Government. It was established by the MHRD of the Government of India in 1989 to provide education inexpensively to remote areas. It provides a number of vocational, life enrichment and community-oriented courses besides general and academic courses at secondary and senior secondary level (British Council India 2014: 16).

These boards also have the major role in non-uniform education among the students in the name of the language, syllabus, infrastructure, etc.

Status and Critical Analysis of School Education System in India

The education can be a powerful instrument for reshaping and modernizing the society (Ahuja 2015: 215) with the quality of education. Kothari Commission expressed "Education ought to be related to the life, needs and aspirations of the people and thereby make a powerful instrument of

social, economic and cultural transformation" (Selvaraj N 2015: 1). But, the Indian education system is suffering a lot by institutions of ownership and board. The NCERT is addressing issues of school quality such as teacher training, curricula, textbooks, examinations; infrastructure, etc. are very different. Therefore, it leads thorough non-uniformity in the school education system in India.

Ownership: The ownership are government, local body, private-aided and private un-aided institutions is authored to provide educational services in India. These institutions have different strategies to provide the education. They have the same targets, but not the same objectives. The most of the high-class family students are studying government-sponsored central syllabus institutions as well as private sponsored central syllabus institutions. It also includes private-aided and unaided institutions. It is totally, exploiting the low-class families.

Boards: The educational boards are CBSE, CISCE, State Boards and NIOS. These boards are providing a maximum and minimum standard of education. For example, CBSE and CISCE are providing quality education along with better life skills. State Boards are providing minimum standard education. The NIOS provides distance mode education with the minimum standard. Most of the Indian education boards come under the state board institutions; its quality of education is the minimum standard. It affects mainly regional languages, lack of infrastructure, teacher shortage, minimum basic facilities, etc

The non-uniform education system is one of the major drawbacks to the quality of education. The central and state government-sponsored institutions are not having the same approaches such as syllabus, teacher training, infrastructure, financial assistance, etc. The central and state government-sponsored institutions deviation itself is problematic. Therefore, uniformity must be covering quality of education. Affording of the education is not reasonable; it has variations such as union and states, government and private, ownership and board etc. This education system does not encourage a person to think (Ahuja 2015: 219). Therefore, the Indian education system needs universalization of quality education to all and irrespective of their caste, gender, religion, language, and class. Then our country will be a model for the other countries (Umapati 2017: 9). India had a large history of education since its Indus valley civilization; this should make an impression of the quality of education along with uniformity through this 'history' (Ghosh, 2007).

FINDINGS

1. The affiliations of ownership and board are generating the biggest school education disparities among students.
2. The educational development in India is reasonable; acquiring the quality of education is not satisfactory.
3. The English language education is the main key factor for creating lots of opportunities.

SUGGESTIONS

1. The education should come under union list and Government of India should take care of school education in India.
2. The school education should be in uniformity along with the quality of education.

CONCLUSION

The Indian school education system is not uniformity to access and it depends on their parent's socio-economic status. The affiliations of ownership and board are one of the key reasons as in which, why education in India still illusion among many. These are a tremendous impact on the acquiring quality of education. The medium of instruction is the major role in the availability of opportunities. If it is English, they get good opportunities, because English is the international and global link language. It acquired a major role in the school education system. The regional languages are losing their opportunistic potentiality. The English and regional languages have lots of variations in providing education. The non-uniform educational policy leads qualitative and quantitative students. The quality education available on high cost and quantitative education on free. The central and state-sponsored institutions are having the same goal; but not the same objectives, this is the bitter truth.

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Corresponding Author

Shreekrishna*

Research Scholar

E-Mail – www.kuvempu.ac.in