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Education System of Different Types of Schools in India

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Abstract – The school system in India should focus on learning rather than on exams. In accordance with its interests, children must be permitted to select matters. Children should engage in groups and voice their opinions on different subjects, rather than acquiring information through extensive books and lectures. Children must instead be taught to seek for knowledge from library books and the Internet on their own and share it in the classroom instead of taking notes from teachers or textbooks. This helps students to establish excellent reading habits, confidence and critical receptivity. It helps students also to build critical reading and analytical abilities. When they apply it realistically, children are able to recall what they learn. They must go on field excursions to museums, laboratories, planetariums, sites for excavation, botanical gardens, etc., where they may learn via contacts with experts in other areas. Their communication abilities will also improve. The author of this essay would want to concentrate on our country's basic education system.

Key Words – Education system, Homeschooling, 10+2+3 Pattern, Primary Education, Private Education, Higher Education, Secondary Education

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1. INTRODUCTION

Boards are always following the 10+2+3 educational structure of the federal and most national boards. This approach is used in schools for 10 years and in junior colleges for 2 years: 44 and 3 bachelor years. The first divided into four elementary, six secondary, and two junior colleges are also separated into 10 years. It was developed from the suggestion of the Committee on Education from 1964 to 1966.

In New Delhi, India's Capital City, the National Education Resources and Training Council (NCERT) is the highest level organisation. In India it produces education linked to curricula. The NCERT helps numerous schools in India, provides guidance and technical assistance and oversees many aspects of education policy implementation. Curricula at other schools include the following:

The state government boards: Most states have a state government "secondary board." But like Andhra Pradesh, there is more than one nation. The Union does not have administrative agencies even though it shares services with the larger government, including Haveli, Daman & Diu, Lakshadweep & Puduccherry, Chandigarh, Dadra & Nagar Lakshadweeep.

CBSE conducts 10th and 12th grade exams termed board examinations Examinations

The Council of Indian School Certificate Examination(CISCE): CISCE offers three exams: the Certificate of Indian high school (ICSE – Grade 10), the Certificate of Indian school (SIC - Grade 12) and the Certificate of Vocational Education (CVE – Grade 12). Three exams were awarded by CISCE.

Two secondary and secondary examinations (All India) as well as many training courses are carried out by the National Open Schooling Institute (NIOS).

In India, the Union government and the States oversee the educational system. Certain responsibilities are imposed on the Union and on other States. In many parts of the Indian Constitution education as a fundamental right is entrenched. Most universities in India are controlled by the Union or State Government.

India has managed to raise the primary school attendance rate and increasing literacy to around 2/3 of the population. Various public institutions, especially in higher education and scientific research, were recognised for a great deal of growth. In 2008 it is predicted that the value would grow to US$40 billion and by 2012 to US$68-70 billion. Indian private education is just 5 percent.

However, India still confronts severe problems. Despite growing expenditures in education, 25% of the Indians are still illiterate, barely 15% enter

high school and only 7% complete. In comparison to major emerging countries, the quality of elementary and higher education was very low. As of 2008, there are only enough places for 7% of Indians in college, 25% of teaching positions are completely vacant, and 57% of university instructors are either undergraduate or undergraduate.

As of 2011, India has 1.522 engineering universities, 582,000 yearly in addition to 1,244 and 265,000 polytechnics. The shortage of faculties and concerns regarding education quality have, nevertheless, been emphasised. Education in India is not based on merit, but on reservations about caste. At least 50% of reservations for various castes at universities and universities/institutions linked with the federal government are available. It differs from country to country. The highest percentage of Indian reserves in 2012 is Andhra Pradesh with 83.33% of its reserves. The State is thus frequently referred to as the assassinated State.

2. HISTORY OF EDUCATION

Brahmin Gurus imparted knowledge by begging, not collecting fees or cash for students or their guardians. The temples were afterwards schools, too. Religious education was compulsory but secular subjects were also taught. Students expected to have brahmacharis or celibates. Visualization of such orders is often associated with actions carried out by a sector of the society. The Brahmini priesthood, although Kshatriya, the warrior class, was trained in various combat aspects, Gave an understanding of religion, philosophy, and other topics of assistance. The Vaishya business elite was trained, while the Shudras' working class was usually denied the benefits of education. The law book Manusmriti and Arthashastra State Treaty represent the viewpoint and understanding of the world at that time among the most significant works of this period.

Secular institutions have been created, in addition to Hindu temples, mutts and Buddhist monasteries. Practical instruction was given, such as medicine. A variety of urban educational institutions have been more evident from 500 BCE to 400 CE. These institutions disseminated knowledge methodically and brought many students from the outside to study topics such as Buddhist and Vedic literature, logic and grammar. Chanakya was one of the best-known teachers of Taxila, a professor of Brahmin who was involved in the establishment of the Maurian Empire.

Alberuni was an Islamic scholar visiting India and had a mathematical system created while he was a visiting scholar.

Modern European education arrived to India with the establishment of the British Raj. Because of their lack of enthusiasm, British Raj declined to implement the public education system. The colonial educational programmes deliberately degraded indigenous peoples' culture and religion. This drastically changed the whole educational system. Educated people could not get a job since their educational language was redundant. The system rapidly solidified in India as numerous primary, secondary and high-school institutions were created during the colonial era. The percentage of the population of primary and secondary schools increased from about 0.6 percent in 1867 to above3.5 percent in 1941 between 1867 and 1941. However, it was considerably lower than in Europe, in which 8-18% of the population in 1911 attended primary schools and high schools. They have also been working to improve literacy. In 1901 Indian literacy was about 5.4%; Indian independence was 16.5%.

Maulana Azad, the first Indian education minister, planned a robust, coherent education system that controls education throughout the country by the central government. However, the federal government was only subjected to higher education in science and technology due to the cultural and linguistic diversity of India. The government may also develop national education policies and regulate the selected educational components in India.

The NPE was created in 1968, the Central Government of India in 1986 and the Action Program (POA) was reinforced in 1992. In 2008 the government began various measures to introduce the DPEP and SSA in each district and to establish Navodaya Vidyalaya and other chosen schools. The NPE also integrates the national education system in India, ensuring consistency while taking regional education requirements into consideration. Higher education expenses are also highlighted by the NPE with a budget of nearly 6% of GDP. While the need for wider transformation is acknowledged in the basic and secondary sectors, it is also the development of science and technology education infrastructure that is essential.

3. PRIMARY EDUCATION SYSTEM IN INDIA

Primary education is emphasised by the Indian Government at the age of 14. In order for the kids to avoid hazardous working circumstances, the Indian Government has also outlawed child labour. But free and prohibited child work, because of economic disparities and social circumstances, is difficult to implement. The government operates or supports 80 percent of all accredited primary-level schools, making it the country's biggest education provider.

However, this system has significant deficiencies, including high student-teacher rates, lack of infrastructure and inadequate teacher preparation, owing to a lack of finances and lack of political

will. Indian government figures published in 2011 indicate that 5,816,673 primary school teachers were living in India. There were 2,127,000 teachers in India since March 2012. Children aged 6-14 years or under VIII years also benefit from the Right to Free and Obligatory Education Act 2009 Education.

Several attempts have been undertaken to improve the government's quality. The DERP was established in 1994 with the goal of universalizing primary education in India via reform and vitalization of the current primary education system. The federal government financed 85% of the DERP and the other 15% was financed by the state. UNICEF and other foreign programmes also backed the DERP which had established 160,000 new schools, including 84,000 alternative education institutions for over 3.5 million students.

The gross enrollment rate in certain countries over the past three years was similarly high at 93-95%. This primary education system is quite high. As part of this programme, there has also been significant improvements in the staffing and inscription of females. Sarva Shiksha Abhiyan, one of the world's biggest education projects, is the present universalization of education for everyone. The registration was improved, however the quality standards remain poor.

4. PRIVATE EDUCATION

80 percent of all schools are government schools, the government is now estimated to be the main supplier of education. However, 27% of Indian children are privately schooled due to the low quality of public education. The balance has already shifted to private education in cities, with more than 50 percent of students enrolled in private schools in urban regions, And in 2004-5, more than 20% of students enrolled in remote private schools, even in rural regions. Some study shows that, frequently with double unit cost of government schools, private schools produce better outcomes. Others argued, however, that private schools do not offer education to the poorest families, with one-fifth of the schools being selective and Court orders to regulate them have in the past been disregarded.

Private schools cover the whole course and provide non-curricular activities such as scientific fairs, general knowledge, sports, music and theatre. They have been included for their benefit. The teacher ratios for pupils in private schools are much better (1:31 versus 1:37 in government schools and more private school instructors are women.

The system has better educated instructors. There is considerable dispute. In comparison with 44.88% in government schools and only 2.32% in non-funded schools instructors get on-site education compared to 43.44% in state schools, according to the current DISE survey, the proportion of non-fertilized educators is 54.91%. There is strong rivalry in the educational market, yet most institutions benefit.

5. HOME SCHOOLING

Home education in India is allowed, although it is the least explored alternative. The Indian Government is concerned that, if parents want and have the resources, they are allowed to educate their children at home. HRD Minister Kapil Sibal said that the government will not intervene, notwithstanding the 2009 RTE Act, if someone chooses not to send his or her children to school.

6. SECONDARY EDUCATION

The 1986 National Education Policy (NPE) ensures environmental awareness, science and technology and the inclusion in the Indian secondary school system of traditional components such as yoga. According to the 2001 Census, secondary schools include youngsters 14-18, covering 88.5 million students. Registration data indicate however that in the year 2001-2002 only 31 million of these children attended school, which implies that two-thirds of the population were left out of school.

The focus on the participation of the underprivileged sectors of society is an important element of India's secondary school system. The assistance for vocational training is frequently given to professionals at established institutions. The focus placed on professional training is another characterising characteristic of India's high school system to assist pupils achieve skills in the search for their choice. The SSA's expansion to secondary education as the Madhyamik Shiksha Abhiyan has been an important new characteristic.

In 1974, a programme for the integration of education for children with disabilities (IEDC) was launched with a particular emphasis on basic education but transformed into inclusive secondary education. A unique programme for workers from India's central government, distributing across the nation, was launched, the initiative for Kendriya Vidyalaya. The government launched the initiative Kendriya Vidyalaya in 1965, which aimed at providing uniform training in the institutions following the same curriculum, irrespective of their location.

For children and forums to debate educational problems, there is a bilingual online site for primary education with extensive multimedia material. The India Development Gateway is a national project aimed at empowering in rural areas by providing relevant information, goods and services in local languages.

7. HIGHER EDUCATION

After completing a high-school test (12-level exam), students may participate in programmes of a general degree, such as a baccalaureate in Arts, Commerce or Science, or in professional programmes, like engineering, law or medicine. The third biggest in the world is India's higher education system, behind China and the US. A university grant Commission (India), the primary regulatory authority at the tertiary level, enforces its standards, advises and helps the government coordinate the centre with the state. Twelve independent entities created by the University Grant Commission supervise the accreditation for higher education. Education is being changed in India. India will become one of the biggest educational centres in the future.

India has 20 main universities, 215 state universities, 100 deemed universities, five institutes under the State Act and 33 national institutions since 2009. In these institutes and universities there are 16,000 colleges, including 1800 exclusive female colleges. At the tertiary level of education is the emphasis on science and technology. By 2004, Indian educational institutions created a large number of technical institutes. Distance learning covers the Indian higher education system.

Some Indian schools, including IITs, have been recognised worldwide as having achieved a level of undergraduate engineering education. Every year approximately 10,000 students are enrolled by IIT and both India's commercial and public sectors have contributed to its development. The IIT's have nonetheless had little effect on basic science research and innovation. Many other fundamental research institutions are well known for their quality of basic scientific and mathematics research, for example, The IACS, the Indian Science Institute IISC, and the Tata Institute of Basic Research the Indian Association for Scientific Cultivation (TIFR). But if India has failed to establish world-class universities in the private or public sector?

In addition to the best universities that offer their students with highly competitive world-class education, India is home to numerous institutions, whose only purpose is to make money easy. The threat of private colleges which take courses with no affiliation or recognition is extremely difficult to remove from regulatory bodies, such as UGC or AICTE. The Government of Indian Affairs has failed to monitor the educational stores operated by major businesses and politicians. The Government and central bodies (UGC, AICTE, MCI, etc.) fail to meet the necessary criteria and are taking students on a journey. Many institutions in India, for example, continue to pursue unrecognised courses since there is not enough law to guarantee their legal actions. In higher education, the system for quality assurance has failure to halt abusses and abuses. In parallel, regulatory authorities, particularly in the case of deemed institutions, were accused of corruption. Institutions need to strengthen and enhance self-regulation norms in this setting of an absence of a sound quality assurance system.

India's Government is aware of the situation in the higher education sector and has attempted to introduce changes; 15 legislation are waiting for Parliament to examine and approve them. One of the projects most often mentioned is the International Institutions Bill, which aims to enable campuses in India from foreign universities. The project is currently under debate and, even though approved, is dubious about its viability and efficacy because the context, variety and section of the foreign institutions interested in India are missing. A cohesive and comprehensive strategy to foster excellence and to provide institutional variety and capacity development support is one of the ways to making internationalization for Indian higher education efficient.

Three Indian Universities were featured in the Times Higher Education list of the 200 top Indian Universities in the world, in 2005 and 2006 the Indian Technology Institute and Jawaharlal Nehru University. Six Indian Institutes for technology and science – Pilani were one of the top 20 scientific and technology schools in Asiaweek. The Birla Institute of Technology and Scientific – Pilani [60] The London Financial Times noted the Indian business school of Hyderabad No. 12 in 2010, while the All Indian medical science Institute has been recognised as the global leader in therapy and medical research.

8. TECHNICAL EDUCATION

The number of graduates from technical schools rose from 550,000 in 2010 to more than 700,000 in 2011. However, India's high-crop global sectors, like IT, account for75 percent of technical graduates and more than 85 percent of general graduates.

India's focus on developing a pool of scientifically-inclined workers was the first five-year plan. The National Education Policy of India (NPE), established in 1987 by an Indian Parliament Act, provided for an apex institution for the regulation and promotion of higher technical education. National significance at the Central(Federal) level is recognised as being national by the technology, Indian Institute of Space Science and Technology, Rajiv Gandhi Oil Institute, National Institutes of Technology and Indian Institutes of Computing.

One of the nation's leading educational institutions is the Indian Institutes of Technology. Several Regional Engineering Colleges (RECs), which gave national status to institutions of national

importance, have been transformed into National Institutes of Technology since 2002.

The Indian State Government has implemented a Parliamentary Act. In the line of the Indian Institute of Technical Technology (IIT), the Indian Management Institute (IIM) and the National Institute of Technology, the RGIPT was granted a "Institute of National Importance" (NIT). The institution grants its own degrees with the status of a Deemed University.

The UGC offers cross-university centres throughout India, for instance at the Jawaharlal Nehru University's Nuclear Science Centre, New Delhi. Furthermore, many existing UK institutions have become important higher education hubs, such as the Harcourt Butler Institute in Kanpur and the King George Medical University in Lucknow.

Central institutions like Banaras Hindu University, Jamia Millia Islamia, Delhi University, Mumbai University, Calcutta University etc. have been pioneers of technical education in the country.

A few well-known professional engineering societies, such as the following institutions, complement efforts to improve technical training.

1. Institution of Mechanical Engineers (India)

2. Institution of Engineers (India)

3. Institution of Chemical Engineering (India)

4. Institution of Electronics and Tele-Communication Engineers (India)

5. Indian Institute of Metals

6. Institution of Industrial Engineers (India)

7. Institute of Town Planners (India)

9. OPEN AND DISTANCE LEARNING

At school level, the National Open School Institute (NIOS) offers further education options for individuals who have missed schooling. The intermediate and secondary levels are enrolled via open and remote training to 14 lakh pupils.

The National Open University of Indira Gandhi (IGNOU) co-ordinates high level remote training. It consists of about 15 lakhs cumulative enrollments served by 53 regional student centres with 25,000 consultants and 1400 study centres. 13 open state universities and 119 institutes of correspondence courses in traditional university are coordinated by the Distance Education Council (DEC), an IGNOU body. Distance learning institutions have grown quickly, yet most of them require an improvement in their standards and performance. There is a wide range of distance courses without sufficient human and physical infrastructure. These inequalities must be strongly addressed.

The Arjun Singh Center for Distance and Open Learning was established in September 2002 by the Council for Distance Learning (CDE). The Center's key goals are to offer higher education options for individuals who cannot benefit from the conventional education system. The Open Learning System enables students to choose their learning speed and delivers training at the learner's door. Transaction modes are augmented with audio and visual sound through self-learning print. It also offers internet and many other media for pupils access to content.

10. CONCLUSION

Improving the Indian education system is and is very vital an elephantine job. The learning of our pupils is largely repetitive. Instead of cramming huge sections of theory, Syllabus requires skills. I'm surprised to find that before the examinations kids even raise math sums. Our main emphasis should be learning by doing this and what is relevant must be taught. Invalid textbook material takes a lot of productive time to learn. We don't have a system in conventional schools, as we are very important for brands and grades, that taps the abilities of kids aside from academic success.

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