

ROLE OF EDUCATION IN INDIA- PROBLEMS AND IMPLICATIONS

Dr. Sarita Jaiswal,
Ayodhya, U.P.

INTRODUCTION

Education is an instrument for social transformation and economic as well as human resource development. It is an important component of human development index of any nation. Education has the inherent capacity to act as a powerful tool face the challenges arising out of globalization. It is the need of the hour to strengthen educational system and its processes to build potential human resource in order to meet the ever growing challenges and rapid changes taking place in the knowledge society. In the overall educational framework acquisition of marketable skill and competence for employment ability have come to assume a critical role, the technology changing world. In the present era of globalization and newer technologies it is clear that any human being can be successful only if he has the requisite competency. Quality in education is a mix of knowledge and skill. So manpower which we produce should not be ill-equipped instead should be well equipped, to meet the needs of the community service and industries.

At the time of adopting the Constitution the Indian state had committed itself to provide elementary education under Article 45 of the Directive Principles of State policy. Article 45 stated that *"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 14 years."* In 1993, in a landmark judgment, the Supreme Court ruled that the right to education is a fundamental right flowing from the Right to Life in Article 21 of the Constitution. Subsequently in 2002 education as a fundamental right was endorsed through the 86th amendment to the Constitution. Article 21-A states that

"The State shall provide free and compulsory education to all children of the age 6 to 14 years in such a way as the State may, by law, determine."

The 86th Amendment also modified Article 45 which reads as *"The state shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years", But government again wants to change in 3 yrs of 6th (the complete age).* However, despite this commitment the number of children in this age group who have remained out of school is alarmingly large. The successive governments have vacillated on enacting the Right to Education Bill despite the fact that Article 21-A makes it the responsibility of the State to provide free and compulsory education to every child. Since education is a concurrent subject, both the State and Central governments are responsible for it. By not passing the required legislation for Right to Education, the Central governments have abdicated their responsibility. As a consequence the educational conditions of the children of India remain precarious. The most relevant question at present is, the administration of higher education in India well geared up to face the challenges of the global competition. The internal challenges before us in the context are of twofold nature, one is administrative oriented, another is financial oriented.

Quality is linked with team work and quality culture. Though NAAC is encouraging work culture in higher education. Indian human element pushes the people back to 'Staff room culture' Some time people spend their time and energy not it extending cooperation in this endeavor, but in inventing and presenting 'cleverly' Various excuses for their non participation. It is very difficult to manage the total volume of work assigned to a college or institution. It is due to controlling agencies within the framework, multiplicity of control is the major obstacle in the

improvement of quality in higher education. The sooner we realise it, the better. First of all the head of the institution should have equality culture. He should have necessary Ability and skill. His attitude should become model to others. He should act as a leader not a follower. The role of government and university is also important. The rules and policies framed should be quality education oriented, on the other hand the role of parents, teachers and NGO's is also equally important. They should have awareness about quality and excellence. Though the attitude of the students is like raw material we have to convert it into quality finished product. It is possible to change the attitude of students through motivation, it needs the commitment among teachers and staff. Because, skilled culture well trained, well nourished, enlightened well protected human personnel pave the way for development of the economy. Expansion of human capabilities and personality development are important. The stakeholders should acquire necessary knowledge and skill in this regard.

The new challenges before our society is to make every individual productive and competitive. The quality and competence are the new icons which open up the window to the world of excellence. So every educational institution should become a center of excellence. Quality can be linked to performance needing to scaling of newer and higher standards. It is linked with quality assessment and quality management. A commitment to quality and the mission to enhance excellence in education should aim it:

- ❖ To provide man making education.
- ❖ To help in self development, mutual development, organizational development and eventually societal development.
- ❖ To initiate total quality education.
- ❖ To make education relevant and useful
- ❖ To build analytical minds with scientific temperament to develop problem solving capabilities.
- ❖ To inculcate total commitment and ability to work in groups.

Public sector and private sector, both are important, as far as quality is concerned. When

private entrepreneurs set up education facilities, in addition to the critically of equity and access, there is also the worrisome dimension of wide variation in quality. On the other hand there are a few institutions that provide top quality faculty and excellent infrastructure targeting high caliber output. On the other hand there are numerous educational enterprises that pay scant attention to quality and are only interested in maximizing net revenues. Thus there is strong case for effective and creative, but not choking and destructive regulation that will go a long way in achieving the quantitative expansion without jeopardizing quality.

Improving access to all and ensuring access to weaker sections, inducing governance systems that ensure transparency and accountability, continue state funding and rising the budgetary allocation for higher education, increase in grants and scholarships for students, building and sustaining quality and finally the regulation of the educational institutions in general and those in the private sector in particular are some of the pressing issues that need to be urgently addressed.

Apart from being a facilitator and social welfare agent. Government in developing countries is expected to be a proactive institution to build social infrastructure in order to move towards the goal of equitable and sustainable. In the emerging knowledge economy, building a strong human capital base to complement the natural resource endowments and available physical capital and to exploit the human resource potential is regarded critical in India at this stage of an expanding economy. Tertiary education is now considered critical from the stand point of achieving overall economic and social development. Recent research suggests that the increase in the number of skilled workers may have in fact boosted the value of further education and made it more important for growth. Indeed, building a work force with order skills in an important part of improving the climate for investment. acquiring a competitive edge and generally maintaining an engine of growth. The situation of young people today presents the world with an unprecedented opportunity to accelerate growth and reduce poverty. Because labor is the

main asset of the poor, making it more productive is the best way to reduce poverty. This requires enhancing the opportunity to earn money and developing the human capital to take advantage of these opportunities.

OBJECTIVE

1. The main objective of the research work is to study meaning and importance of education.
2. In this proposed study, we will highlight the problems and implication for education.
3. In this study, we will also highlight the inclusive education for inclusive growth.
4. Abort from impact of reservation on education and employment.

METHODOLOGY

The work is based on secondary data. We collect information through available research reports, journals, books, govt. reports, NGOs report, etc.

CONCLUSION

On the basis this study, I have arrived at some conclusions to educational key toward human development.

- Identifying specific objective and strategic plan to attain their vision and mission of education and people both.
- Introducing more range of options, career oriented and computerised courses keeping in mind the latest trends and societal needs.
- Digital library and internet facilities to the students is the need of the hour.
- Introducing new and modern teaching aids and new age of communication

techniques for the use of students and teachers.

- It is necessary to establish national and international linkage for teaching and research at all level.
- Faculty development programmes are necessary to empower the teachers.
- Development of soft skill among students is the need of the hour.
- Self assessment mechanism helps for continuous improvement of institutions.
- Up-gradation of syllabus keeping with global standards.
- Value education is the need of the hour.
- Total quality management in the institution is the need of the hour.

Sustainable development is depending upon proper nexus between educational growth and development. Human development is depending to a great extent on quality and excellence in education.

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