

## A STUDY RELATED TO EDUCATION SYSTEM IN INDIA WITH GOVERNMENT PROGRAMMES AND POLICIES

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### Abstract

India is the world's largest democratic nation and a rising star. The Indian Constitution stipulates that children between the ages of six and fourteen must receive free and compulsory education. Several initiatives have been launched on occasion to advance education. We become responsible, self-sufficient people as a result of our education. To encourage free and compulsory education and raise India's literacy rate, numerous norms and standards pertaining to instructors and infrastructure are being modified. Despite all efforts, the literacy rate has undoubtedly increased, but the quality of education is virtually non-existent and the degree of education is declining. We hope to provide some insight on the current research being done on India's educational system in this work. Examined are the role of the ministry and the social effects on the educational system.

*Keywords:* Education System, India, Education Ministry, British Education.

### I. INTRODUCTION

In order to change a civilization into a civilized nation, education is essential. It quickens the nation's advancement in all areas of domestic activity. It functions as a "multiplier" by increasing the eligibility of all personal freedoms and rights. It gives

someone the power to manage the advantages brought about by other rights. "The key to unlock and defend other human rights" is what it is. No group of individuals can be disregarded or left behind because doing so would impede the advancement of the nation as a whole. It is the responsibility of the State to do everything within its

power to assist in educating every group of individuals who require assistance in marching forward alongside others.

Education was seen as crucial to the advancement and betterment of the entire nation as well as a means of bringing about equality in the social, economic, and political spheres. The authors of our Constitution recognized the value of the right to education. The right of a child to get a high-quality education without discrimination based on the child's socioeconomic, cultural, or family circumstances has to be extended.

The relationship between education and poverty reduction is quite clear-cut and logical because education gives people the power to take an active role in their own development and instills the knowledge and skills necessary to increase their ability to earn an income and, consequently, their quality of life. Human development, sustainable economic progress, and poverty reduction all depend on education. A number of positive externalities are produced by education as a means of development, including improvements in health, a slowing of population increase, growth, the strengthening of democracy

and good governance, and the expansion of rights and freedoms. 'Insofar as it directly increases a person's ability to engage in simple social relationships, education is crucial. In addition to teaching people how to bargain and handle circumstances that may jeopardize their livelihood, education facilitates employment and other forms of income (education as self-defense) Certain social issues, like child labor, can be eliminated with the use of education, and as disadvantaged groups obtain higher levels of education, it gives them more power to organize politically, fight against oppression, and ultimately bring about distributive results. Primary school attendance should be mandated for all children, with a focus on those from disadvantaged families, vulnerable populations, Dalits, tribes, and minorities (Saini, 2016). The children in these groups of the society should be given access to both basic education and career-focused vocational education in order to enable them to escape poverty and, as a result, to develop the fundamental skills needed to lead meaningful lives.

## **II. MEANING OF EDUCATION**

Originating in Sanskrit, the term "education" implies "to field, manage, or steer." Education helps someone become more morally upright. Education encompasses knowledge, proper behavior, technical proficiency, teaching and learning, and other ideas. It so emphasizes excellence in business, culture, psychology, and morality. Information is transferred from one era to a new technology with the belief that education serves as an institution that teaches the vital role of connecting people with society and preserves the continuity of the child's culture. Humans learn the fundamental laws, morals, and preparations of society through education. The best way for a child to interact with society is through their education. When we consider how training is used, we can see that it is frequently used in shapes like the long and lean one. In the society, education is an extensive social system. His talent is increased by the process by which man's intrinsic abilities are developed. The toddler participates in the social process in a planned manner while attending classes and schools in desirable locations for a certain amount of time. Through this process, the student learns to carry out the

related lessons after completing helpful publications. According to its etymology, the term "Siksha" derives from the Sanskrit word "Shash" which means "to educate, control, set up, coordinate, lead, etc." When we are no longer following disciplinary procedures correctly, training teaches us and regulates our behavior. It also derives from the Sanskrit word "Vidya," which means "to realize," and refers to the acquisition of knowledge, skills, and experiences.

### *A. Purpose of Education*

Because there are many distinct types of education, numerous facets to human nature, multiple levels of education, a complicated environment, and many different schools of thinking and ideologies, education is governed by a diversity of goals. Education is a broad endeavor. It cannot be restricted to a small number of goals. It can only carry out its duty if it is guided by constantly evolving goals. Only if it is driven by the broadest objectives imaginable are its boundless accomplishments feasible. Education should have a clear, contemporary,

futuristic, visionary, and realistic goal. There shouldn't be disconnecting between our aspirations and results. The immediate and long-term goals of education must be balanced (Khanna, 2017).

### *B. Nature of Education*

For a perfect society and man, the task of education is enormous. It is crucial for every nation and its people to experience universal happiness and prosperity. Indian independence brought up new avenues for economic development, social transformation, and a majority rule system that required smart and highly educated people. It also controlled learning opportunities for those who could show an interest in the formative years. Along with the impressive framework of formal education at schools, non-formal avenues for learning from the worlds of labor and culture swiftly emerged to advance the dissemination of training in cities and towns. Support in the financial course of events and in the political existence of people governed by majority rules based on adult testimony-controlled opportunities to study and practice one's privilege and

obligations and obtained greater awareness and appropriate skills for more notable performance. Through both the formal, conventional framework and non-formal means of learning, education is intended to help people develop in their skills, execution, desires, and separation as human beings, as workers, and as residents. Both formal and informal settings are used to teach, prepare, and learn, enhancing the nation's human resource for individual success and social growth.

### **III. EDUCATION IN MEDIEVAL INDIA**

Within a century of the prophet Mohamed's passing, one of the most astounding occurrences in global history—the birth of Mohammedanism—changed the course of India's history completely, much as Christianity had done the same for Europe (570-632 A.D.). In 711 A.D., the Islamic dominion stretched from the borders of China to the Atlantic coast as a result of the Arab conquest of vast lands.

The first Muslim immigrants to India arrived in the eighth century A.D., but Mahmud of Ghazni led the first significant invasion with an aggressive intent in the

beginning of the eleventh century. He is known for being a tremendous supporter of education. Briggs, Ferishta writes that a university "equipped with a great collection of fascinating books in numerous languages" was established close to a splendid mosque in Ghazni. Additionally, there was a museum of natural wonders there. In addition to allocating a sizable number of money for the upkeep of this institution, he also hired qualified individuals to teach young people about the arts and sciences. The Muslims were shocked by India's civilization, culture, social structure, and political sophistication when they first arrived. In order to understand this culture and to influence the political environment in a way that may increase their position in this nation, they therefore established their own educational system. As in ancient Hindu and Buddhist education, personal relationships between the instructor and the students were valued in India's mediaeval education. Instead of mass education, it was individual education. It was centered on the family structure and was personal. With a small group of students, a teacher gave instructions while conversing with and

listening to them, encouraging and praising, correcting and disciplining them as needed. Teachers were highly valued, and it was considered an honor for students to follow in their footsteps. The Dars-e-Nizami curriculum, which was used in Muslim theological institutions throughout Muslim India in the 18th century, is still in use today. Many Muslim academics still go from India and other Muslim nations to the Arabic University at Deoband in India to continue the long legacy of theological studies. Similar to the Brahmanical and Buddhist systems, the primary form of instruction was oral. Naturally, there was a lot of memorization and cramming going on. It's interesting to note that Emperor Akbar believed that learning to write the alphabet was a prerequisite for good teaching in schools. The fact that there are so many wonderful structures demonstrates the peak of stone cutting technique. The department of industry was regularly maintained by Feroz Shah Tughlaq (Dalal, 2017).

#### **IV. EDUCATION IN BRITISH INDIA**

The discovery of a maritime route to India in 1498 influenced the educational system

on the Indian subcontinent. Even while the UK's policy to introduce new literacy was praised by many academics, it wasn't just some random act of kindness. The adoption of Western education played a significant historical role in the creation of an educational policy for all of India. Prior to the creation of western education, the career opportunities were actually only available to a very small fraction of the community. Castes and other groups with low levels of education and employment made comprised those who lived outside the social system. The ground-breaking effort in UK education was done by missionaries.

They made an effort to promote education, but they were frequently motivated by a desire to convert Indians to Christianity. One important result of missionaries' persistent efforts was that they helped the governments of Britain and India realize that it was their duty to do whatever they could to educate the people about the law. Following the establishment of British authority, training underwent a change.

## **V. SOCIAL CHANGE AND GAPS IN INDIAN EDUCATIONAL SYSTEM**

The educational system must evolve in reaction to social change. The adjustment might appropriately suit the changing objectives and needs of diverse social groups while also being consistent with the social transformation. Otherwise, there will be disconnect between societal objectives and aspirations and what the educational system is trying to achieve. After independence, the Indian educational system experienced a number of these gaps, which in many ways contribute to the dysfunction of Indian society. The Kothari Commission has acknowledged this unequivocally. "As is widely known, there is a significant gap between the objectives of the current educational system and the issues of national development, and the system's goals are essentially irrelevant to life," the statement read. Rather than actively promoting social and national integration and national consciousness, many private educational institutions actively promote caste loyalty. When a newborn is born, all of his demands are for physical comforts. When he does not obtain something, such food when he is hungry or a nice bed to sleep on, he feels uncomfortable and irritated and expresses

this by wailing. Every community has unique customs and values that are passed down from one generation to the next. As a result, customs and ideals that are acceptable in one society may not be in another. Every civilization strives to educate its children so they can contribute effectively to the community.

#### *A. Educational Rights under Indian Constitution*

The Indian Constitution is both a social contract and the ultimate law of the land. Under Article IV of the Constitution, the founding fathers enacted a well-thought-out constitutional manifesto to advance socioeconomic justice. Rather than being a list, the Directive Concepts of State Policy are good governance concepts. In order to establish a welfare state, it makes specific demands on the State. These guidelines give state personnel direction on how to accomplish the constitutional purpose. One of the main objectives is the State's duty to provide all children with free and compulsory education till the age of 14. Since 1978; the Supreme Court of India has

interpreted Article 21 of the Indian Constitution in more detail (Kumar, 2018). Education is the primary driver of social, economic, and human development that benefits society as a whole as well as the individual. People find it extremely difficult to exercise their civic, political, economic, and social rights without even a basic education. In the Mohini Jain and Unnikrishnan rulings, the Supreme Court recognized the right to education as an implicit basic right. The court determined that life, protecting the environment, doing away with untouchability, stopping child prostitution, and other related rights were all directly related to education. The National Commission on Review of the Working of the Constitution has also expressed support for a similar position. The Act addresses several different subjects, such as the State's duty to provide primary education, infrastructure, community involvement, standards, curricula, and the hiring of teachers. Children between the ages of 6 and 14 now have the fundamental right to an education according to the addition of Article 21A by the Constitution (Eighty-sixth) Amendment Act:

- The 86th Amendment to the Constitution, approved in December 2002, has established free and compulsory education for all children between the ages of 6 and 14 as a valid fundamental right. This amendment went into effect on April 1, 2010. Every kid has the right to an education, as stated in the Act. The Act requires all educational institutions, even those that are private, to set aside 25% of their seats for children from underprivileged backgrounds. It also requires the relevant governments to guarantee that all children get free basic education. The government estimates that over the following five years, the Act's implementation will cost Rs. 1.71 lakh crore.
- The Act mandates that all schools hire teachers who meet the necessary qualifications and that no school may refuse to admit a student. Within three years, schools without teachers who have received the necessary training must follow the requirement.
- Elementary schools will be constructed by the state and local governments within a walking distance of one km from the neighbourhood. The school should be three

kilometres (miles) or less from the neighbourhood for pupils in Classes VI through VIII.

## **VI. THE ROLE OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT IN INDIA**

Since education makes a substantial contribution to correcting the socioeconomic imbalance in the country, it is the cornerstone of human resource development. India, a country of one billion people, needs fundamental education to be nurtured and cared for in order to enhance the lives of its people, who are its most significant resource. This requires their people to be developed holistically, which can be achieved by providing strong educational foundations. Currently, the MHRD is run by two departments:

- Education & Literacy in Schools Department
- Higher Education Administration

The Department of School Education & Literacy's objectives include the "universalization of education" and the formation of better citizens within the youth brigade. In order to address this, a wide



range of novel programmes and initiatives are regularly put into place; more recently, these initiatives and programmes have also started to show results in the form of increased school enrollment. However, in order to provide Indian students every advantage while competing on a global scale, the Department of Higher Education is striving to provide the country with excellent opportunities for higher education and research. The Indian government has negotiated memorandums of understanding and formed cooperative ventures to help Indian students have access to foreign viewpoints.

#### Objectives of Ministry of Human Resource and Development

- The Ministry's primary goals would be to:  
Create the National Policy on Education and make sure it is carried out in text and spirit.
- Planned growth, which includes increasing accessibility and enhancing the standard of educational facilities across the nation, notably in areas where people lack convenient access to education.

- Paying special attention to marginalized groups, such as the underprivileged, women, and minorities.

#### VII. REVIEW OF LITERATURE

In their work, Saini et al. (2016) [1] made an effort to look at the general higher education sector's growth pattern as well as the degree of inter-district discrepancies in terms of (a) the state of Haryana's General Education Facilities Spread and (b) the Access ratio, or GER. The survey discovered that there were significant differences in all 21 of Haryana's districts, even in spite of the General HEIs' phenomenal expansion in enrollment. The study affirms the existence of disparities between districts based on the GER and Composite Index. Ambala, Rohtak, and Rewari have proven to be the top performing districts, while Mewat, Palwal, and Fatehabad have been found to lag behind in terms of the spread and adequacy of higher education facilities and performance. Thus, when creating education policy, policymakers must consider inter-district differences. Overall, it can be concluded that although there has

been impressive growth in many areas, there are still differences across the state when it comes to GER and the availability of facilities for general higher education, with some districts performing better than others. Therefore, before formulating policies, educational policymakers should attend to the ground reality. Putting extra attention on the districts that are falling behind will undoubtedly improve the state's average performance.

According to Khanna et al. (2017) [2], Today's kids have it too easy when it comes to education, which allows more students to become part of the nation's educational system. A few in the center of them include the announcements about the elimination of the mandatory central board exams for students in class ten beginning in the 2010–11 school year, the implementation of a new grading system (CGPA), the passage of the Right of Children to Free and Compulsory Education Bill, condition policies, etc. The question now is to what extent such initiatives in the sphere of education have been successful across the nation's states. The state that contributes the most to India's GDP, at 3.7 percent, is

Haryana. We hope to provide some insight on the current investigation of the Haryana educational system in this piece. A comprehensive evaluation of the educational achievements of the state of Haryana from various perspectives would enable experts and scholars to understand our progress towards our goals and identify areas for improvement. In addition, this report is descriptive in nature, drawing data from various ministry websites as well as information from the Haryana Planning Commission (India). Haryana's gross enrollment ratio for children aged six to eleven is 90.10. According to study, girls in all age clusters in Haryana have a higher gross enrolment ratio than boys. According to study, HP has the lowest dropout rate in the 11–14 age groups, which is significantly lower than Haryana's. To the extent that the dropout rate affects children between the ages of six and fourteen, Haryana's data is reasonable. Further investigation is required to determine the true causes of dropouts, poor female literacy rates, lower learning levels in rural areas, and low gross enrolment ratios in the state of Haryana. Ultimately, we may conclude that Haryana State is progressing

in the area of superior education. The Haryana government and chief minister are prepared to place greater emphasis on both higher professional education and primary education. Regarding that, excellent IIMs, IITs, and several other English-medium schools have begun to operate as learning environments.

The findings of a comparison research on the attitudes of teachers in Delhi and Haryana towards the "Curriculum Adaptation" in-service teacher education programme were reported by Dalal et al. (2017) [3]. For general teachers employed by the governments of Delhi and Haryana, SCERT undertook an in-service teacher education course under the SSA. The study's primary findings indicate that there are notable disparities in the attitudes of Haryana and Delhi instructors on the "Curriculum Adaptation" in-service teacher education programme.

According to Kumar et al. (2018) [4], there was with education at the forefront of its development goal, the Haryana government has attempted to address the issues raised by the state's concerns with key HRD

indicators as well as the challenges posed by the changing environment as we approach the new millennium. At this point in time, the state's education agenda should be renegotiated to focus on quality rather than quantity, on improving knowledge and creativity as well as the development of relevant skills, moving away from a centralized to a decentralized system of educational administration, and moving away from bureaucratic management towards a participatory decision-making process.

The study examined the effect of "assessment for learning" on student performance in Life Science, according to Oyinloye et al. (2019) [5]. Four schools from the King Cetshwayo District of KwaZulu Natal Province, South Africa, were chosen at random to take part in the study using simple random selection. Four schools were involved in a quasi-experimental pretest-posttest comparison group design, with two acting as the "treatment condition" and the other two as the "comparison group." In total, 160 students in grade eleven took part in the research. While the two teachers in the comparison group continued to practice

their standard teaching methods, the other two teachers received training in evaluation for learning. SPSS (V23) was used to examine the data, and the 2-factor ANOVA with repeated measurements was the statistical method employed. The outcome showed that students who used an instructional strategy outperformed students who received standard classroom instruction by a statistically significant margin. This finding is examined, and suggestions are offered for future research as well as classroom instruction.

In their 2019 study, K. Choudhary et al. [6] assessed quality-related problems in Indian engineering education. The study makes use of primary survey data from 1,178 engineering undergraduate students in Delhi, India, between 2009 and 2010. The study discovers that, in contrast to technical demonstration and laboratory work, the lecture technique continues to be predominant in engineering schools' teaching and learning processes. Approximately 50% of the engineering students stated that, over the course of their studies, they had never participated in any industrial trips or field work. Government universities tend to have a higher

percentage of students involved in extracurricular activities than private ones. Examples of these extracurricular activities include working on research projects, attending engineering internships, studying foreign languages, and choosing multidisciplinary courses. According to the findings, engineering schools—especially private ones—should shift their emphasis from conventional approaches to student evaluation and instruction to interactive ones in order to raise the standard of technical education in India.

The exploratory work, as given by Magrath et al. (2019) [7], aims to clarify the methodological difficulties associated with education systems research. There is growing agreement that interventions aimed at enhancing learning outcomes need to be planned and investigated within the framework of a more comprehensive educational system and that a complex web of dynamics involving various inputs, actors, processes, and socio-political contexts influence learning outcomes. In what way might scholars specializing in international and comparative education react to this demand for nuance? In order to further systems thinking in education

research, the study critically examines the ways that the methodologies employed by individual research projects and the programme as a whole present both opportunities and problems.

According to Aithal et al. (2020) [8], a nation's school and college systems need to have well-defined, forward-thinking education policies since education promotes social and economic advancement. In order to make their educational systems efficient, many nations use various educational frameworks that take into account customs, cultural norms, and life stages at the high school and college levels. A team of experts led by Dr. Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO), has revealed the government of India's new education strategy. In any nation, the economy, social standing, acceptance of technology, and appropriate human behavior are all significantly influenced by higher education. The National Education Policy of India 2020 is working to achieve this goal by enacting creative laws to raise the standard, appeal, affordability, and supply of higher education while also enforcing stringent

regulations to uphold the standard of instruction in all higher education establishments.

Formative assessment has the potential to enhance teaching and learning in the classroom, according to Schildkamp et al. (2020) [9]. The following research topic was attempted to be addressed by the review: What conditions must be met before a teacher can use formative assessment in the classroom? The review was carried out in a methodical manner. This review includes 54 studies in total. The findings indicate that three elements affect the adoption of formative assessment: (1) psychological factors (like social pressure), (2) knowledge and skills (like data literacy), and (3) social aspects (like teamwork). The prerequisites that have been identified can help guide teacher education programmes and professional development initiatives related to formative assessment.

According to Choudhury et al. (2023) [10], The National Education Policy 2020 in India suggests that by 2030, all children ages 3-6 should have universal access to high-quality early childhood care and education. The 75th wave of National

Statistical Office data (2017–2018) is used in this paper's analysis of socioeconomic and regional disparities in pre-primary education access. Additionally, we look into how households' economic standing and level of education specifically contribute to the explanation of these disparities. Significant regional and socioeconomic disparities exist in India when it comes to access to pre-primary education. It discovered that controlling for the economic standing of households and the educational attainment of the household head can eliminate a significant amount of the disparity in access to pre-primary education between rural and urban areas. Furthermore, we discover disparities in household investment in early childhood education based on gender and socioeconomic status. These results underline the necessity of making legislative pledges and efforts to lower obstacles to pre-primary education for children in underprivileged Indian communities.

### **VIII. CONCLUSION**

A basic human right is the ability to receive an education. It is essential for maintaining

peace, stability, and sustainable development both inside and between nations. As a result, it is a vital tool for effectively engaging in the rapidly globalizing 21st-century economies and society. When examining sustainable development from a rights perspective, it is critical to recognize that every person's right to education is a fundamental necessity for their own and society's continued advancement. Assessment and evaluation are integral parts of the learning process and are linked to both instructional objectives and classroom learning activities. They are useful in acquiring the information and data needed for a number of objectives. It hopes to provide some insight on the current research being done on India's educational system in this work. Examined are the role of the ministry and the social effects on the educational system.

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