"THE PROGRESS OF INDIAN SCHOOL EDUCATION SYSTEM IN INDIA"

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ABSTRACT

10% of the world's population lives with a disability, and 80% of these people with disabilities live in developing countries' the services available for people with disabilities differ widely between developed and developing countries. One of these services is education. The International Community, especially since the UN Convention on People with Disabilities, is becoming increasingly aware of the different models of special education. The three basic models, segregated, integrated and inclusive special education, have been differentiated between by international and governmental agencies, and overwhelming support is being shown by human rights activists, nonprofits, governmental organizations, governments and international agencies, all in favor of inclusive special education as the most beneficial type of education for people of all ability levels.

KEYWORDS: Education, population, disability, people, countries, India, School, Progress, System, ability, International, services, etc.

INTRODUCTION

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated [1]. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines education as the process of educating or teaching (now that's really useful, isn't it?) 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Education being one of the most important factors responsible to shape the personality of an individual has manifold functions [2]. It is the potent source of material and human development. Quality is the most cherished goal in human endeavor and especially in the field of education. The right to education has been well recognized by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as:

I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages ….
II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms.

III. Parents have a right to choose the kind of education that shall be given to their children.

REVIEW OF LITERATURE

Education, the fulcrum of sustainable development, holds the key to 'social inclusion'. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society. It is thus essential for integrating the marginalized and vulnerable in society into the development process [3,4]. Promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of several nations, including India. In the 1960s, while education was recognized as a strong explanatory variable for the differential levels of socioeconomic development of nations, the low income countries, however, realized this much later, in the 1980s, when there was some visible policy shifts towards increasing investment in education. International commitments -- in the early 1990s, particularly for EFA, and at the dawn of the 21st century, for MDGs -- rather than domestic development policy concerns, made education [5], mainly primary education, and figure prominently in the priority list of reform programmers of these countries. Since then, many developing nations, including India, have been following a sort of truncated education development agenda leaving relatively little space for policy-planning and resources for expansion of the post-compulsory levels of education, the middle segment of the education chain – secondary and higher secondary levels of education [6].

1. Quality Concern in Education:

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder" [7]. Quality has been extensively as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time." The belief that quality goes with privilege is clearly irreconcilable with vision of participatory democracy that India upholds and practices in the political sphere. Its practice in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. Equality, quality and quantity as the elusive triangle' of Indian education Dealing with this metaphorical triangle requires are deeper theoretical understanding of quality in education than has been what available in schools today [8].

2. Growth Trends and Current Status:

Historical forces have largely influenced the policy-planning processes and growth trends in education, both in developed and low-income countries. These include colonial policies related to institutional structures, choice of providers, curriculum decisions, teacher recruitment, evaluation systems, certification and financing. Initially, secondary education was considered a subsidiary to tertiary

education as its primary function was to prepare pupils for higher studies [9]. As such, by and large, it evolved as an elite system facilitating local processes for 'elite formation' and catering to the needs of the socially and the economically privileged.
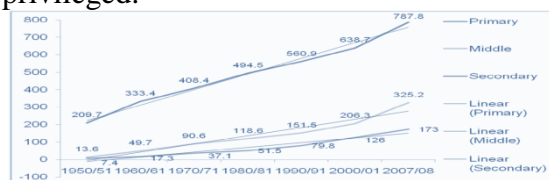

Figure 1: Growth of Primary, Middle and Secondary Level Institutions in India

3. School Education System under Different Boards:

In general, Board is a council convened for business; a number of persons appointed or elected to sit on a committee. A board of education or a school board or school committee is the title of the board of directors of a school, local school district or higher administrative level. The elected council helps determine educational policy in a small regional area, such as a city, state, or province. It usually shares power with a larger institution, such as the government's department of education. The name of the board is also often used to refer to the school system under the board's control [10].

4. School Boards in India:

In India many states have their Education Boards. In our education system there are different education boards and they differ in their structure and functioning [11]. The following boards of education have been recognized by Government of India.

1. Andhra Pradesh Board of Secondary Education
2. Andhra Pradesh Board of Intermediate Education
3. Assam Board of Secondary Education
4. Assam Higher Secondary Education Council
5. Bihar School Examination Board
6. Bihar Intermediate Education Council
7. Central Board of Secondary Education
8. Council for the Indian School Certificate Examination
9. Goa Board of Secondary & Higher Secondary Education
10. Gujarat Secondary Education Board
11. Haryana Board of Education
12. Himachal Pradesh Board of School Education
13. J&K State Board of School Education
14. Karnataka Secondary Education Examination Board
15. Karnataka Board of the Pre-University Education
16. Kerala Board of Public Examinations
17. Madrasa boards
18. Maharashtra State Board of Secondary and Higher Secondary Education
19. Madhya Pradesh Board of Secondary Education
20. Manipur Board of Secondary Education
21. Manipur Council of Higher Secondary Education
22. Meghalaya Board of School Education
23. Mizoram Board of School Education
24. Nagaland Board of School Education
25. Orissa Board of Secondary Education
26. Orissa Council of Higher Secondary Education
27. Punjab School Education Board
28. Rajasthan Board of Secondary Education
29. Tamil Nadu Board of Secondary Education
30. Tamil Nadu Board of Higher Secondary Education
31. Tripura Board of Secondary Education
32. Uttar Pradesh Board of Education
33. West Bengal Board of Secondary Education.

These schools normally differ in their methods of teaching, infrastructural and man power facilities
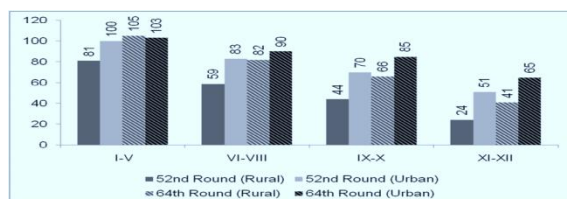
Figure 2: Gross Attendance Ratios (GAR) at Various Stages of School Education in India

curriculum, medium of instruction, discipline, curricular and co-curricular activities, pedagogy, syllabus, examinations and evaluation procedures, their affiliations and accreditations standards, etc.

CONCLUSION

The Government of India has fallen short of their goal for all of the policies of the past 62 years. Yet in the past decade, there have been several promising pieces of legislation and schemes: 2005 Action Plan for Children and Youth with Disabilities, the 2006 National Policy for People with Disabilities, the 2008 Inclusive Education of the Disabled at Secondary Stage (IEDSS) and the 2009 Right to Education Act-as well as continuing with the Sarva Shiksha Abhiyan scheme. So is there a lack of political will that is preventing full implementation of policies, or lack of governmental resources and capacity? It seems to be a combination of both. Finally, the Sarva Shiksha Abhiyan, the main vehicle for elementary education development in the country, is based on an integrated programme which interlinks various inputs flowing through a number of component activities. It is in line with this way of thinking that all component activities have to be designed and incorporated into a perspective plan for each district.

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