STUDY ON THE ROLE OF EDUCATION IN MODERNIZATION AND BASIC ISSUES IN INDIAN HIGHER EDUCATION

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Abstract

Education has long been regarded as a vehicle for rapid socio economic transformation. The agencies through which this transformation invariably comes about are families and schooling. Though the former remains in the background, it is the latter which has received a wide a claim as one of the prime mover of forces eventually % ushering into the radical socio economic and cultural transformation. An integral part of the process of education and its resultant consequence is the process of modernization, which almost runs concurrently along with the process of social change. In this paper we will the role of education in modernization and basic issues in Indian higher education.

I. INTRODUCTION

Education is an imperative human movement. It was conceived with the introduction of human race. In this way, it will continue to work as long as the human race lives. The limits of education are as wide as those lives. Its suggestions are rich and differed. Education can instill in the tyke a sense of development and obligation by bringing in him longing changes according to his needs and requests of the changing society, of which he is an integral part. Accordingly education builds up an individual like a blossom which disperses its fragrance everywhere throughout the earth. In this sense, education is a favorable procedure which drags a man from obscurity, neediness and hopelessness by developing one's individuality in all perspectives physical, mental, enthusiastic and social. Then again, education creates to the full identity of an individual in all fields and perspectives making him intelligent, scholarly, strong, fearless and progressing string great character. Much similarly with the development and improvement of the individual, the society likewise creates to higher and higher levels of attainment.

Education is one of the boss motivational Endeavors. Ordinarily man is largely unmade, commonly he moves toward becoming man. Formal education is a noteworthy method for that nature. Such education is basically a progression of
experience arranged regarding capacity and development level intended to bring the students to full advancement. Every last individual is required to wind up a fit individual from the society and just education would make him to end up one, and the advancement of a youngster depends considerably more in the elements of education in counterparts' social orders as that of cultural creation.

Education is an instrument of change. Whatever changes happen in the society, these are on the whole impacts of education in the event that we utilize the expression "Education" in its more extensive meaning. It is education that determines the level of prosperity, welfare and security of the general population. The education commission has properly pointed out that "the destiny of India is presently being shaped in her classrooms". It is the nature of the people coming out from our schools and universities, which will determine the eventual fate of our nation. On the off chance that education isn't rooted in the traditions of the general population, the informed people have a tendency to be estranged from their very own culture. The old values, which held society together, have been disappearing, and as there is no viable program to supplant them by another sense of social duty, innumerable indications of social confusion are clear all over the place and are continually on the increase. This is apparent in urban zones as well as in the rural regions.

1.1 The advancement of India's education arrangement

Conventional Hindu education served the necessities of Brahmin families: Brahmin instructors would instruct young men to peruse and compose. Under the Moguls, education was also elitist, favoring the rich instead of those from high-rank foundations these prior elitist inclinations were reinforced under British guideline. British colonial standard carried with it the idea of a modern express, a modern economy and a modern education framework. The education framework was first created in the three administrations (Bombay, Calcutta and Madras). By linking passage and progression in government administration to scholastic education, colonial guideline added to the inheritance of an education framework outfitted to preserving the position and rights of the more advantaged. In the mid 1900s, the Indian National Congress called for national education, placing an accentuation on specialized and professional training. In 1920 Congress initiated a blacklist of government-supported and government-controlled schools and established a few 'national' schools and universities. These bombed, as the prizes of British-style education were great to the point that the blacklist was largely disregarded. Local elites profited from the British education framework and in the long run utilized it removes the colonizers.
II. EDUCATION AND MODERNIZATION

India's education framework turns out a huge number of graduates every year, numerous talented in IT and engineering. This manpower advantage underpins India's recent financial advances, yet veils profound situated issues within India's education framework. While India's socioeconomic are by and large perceived to give it an edge over other countries' economies (India will have a young populace when other countries have aging populaces), if this preferred standpoint is limited to a little, very taught world class, the local political repercussions could be extreme. With 35 per cent of the populace younger than 15, India's education framework faces various difficulties. Progressive governments have promised to increase spending on education to 6 per cent of GDP, however real spending has floated around 4 per cent throughout the previous couple of years. While, at the best end, India's business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities create all around focused graduates, primary and secondary schools, especially in rural zones, battle to find staff.

Indian governments have considered education to be a crucial improvement instrument. The initial segment of this paper gives an authentic perspective on the improvement of the education framework in India, highlighting the changing accentuations within government arrangement. Since Independence, the education strategies of progressive governments have based on the generous heritages of the Nehruvian period, targeting the core themes of majority and secularism, with an emphasis on perfection in higher education, and inclusiveness at all levels. In reaching these objectives, the issue of funding has turned out to be dangerous; governments have guaranteed to increase state spending while at the same time realizing the monetary capability of bringing in private-division financial help.

III. THE CHANGING FACE OF HIGHER EDUCATION IN INDIA

The Higher Education System in India is the third largest on the planet, by the United States and China. Indian Higher Education framework has expanded at a quick pace from the most recent two decades. In the course of the most recent decade, India has demonstrated a momentous change in the field of higher education. According to the give an account of Higher Education in India-vision 2030,"India is the single largest supplier of Global ability, with one in four graduates on the planet being an item the Indian system. The point of higher education is of taking the Nation into 21st century can't be accomplished except if we have the vital abilities and skills. The abilities and capabilities can be created through efficient way to deal with revive and modernize our higher education framework in the time of modernization.
3.1 Higher education: historical background

Indian higher education framework is world's one of the largest. It operates at two levels-national and state. (UGC 2003). Contemporary higher education framework is an operator of modernization in different structures is of the western origin. It is passing through the procedure of modernization. India has a rich convention of higher education. In the old time, a Guru granted knowledge about Vedas, Upanishads, and so on. (College News, oct.2016). In that time the education was for the most part learning as thought of methods for salvation and self acknowledgment. The establishment of modern education in India was built up by the British. Macaulay arrangement of 1835 advances education framework. Sir Charles wood dispatch 1854 which the first run through perceived and requirement for mass education and finally the main Indian education commission 1882 which prescribed the initiatives of private Indian offices in the extension of higher education.

After independence, which coincided with the post – Second World War period, India attempted concentrated endeavors to enhance access to higher education and the framework developed quickly after independence.

3.2 New changes in higher education through modernization

We entered in 21st century, the period which is brimming with innovations and new inventions and the job of higher education in the improvement of a country is settled. In the period of modernization there are different emerging changes which impact higher education are as per the following:

**ICT (Information and Communication technology):** The idea of ICT is generally utilized everywhere throughout the world. Information and Communications technology is an all-inclusive term for information technology (IT). It is an umbrella term that include any specialized device or application i.e. radio, TV, Computers and network equipment and software, satellite framework and so on. The job of ICT in higher education is becoming increasingly essential and will continue to develop and create in the 21st century.

**Privatization:** Privatization is a procedure which can be defined as "exchange of helps, administration, capacities or obligations relating to education already claimed or completed by the state to private segment. It might include organizations, religious institution or nongovernmental association. The private initiative in higher education has not new wonders in India, for instant, a portion of the esteemed modern universities in India even settled by the endeavors of certain committed individuals with private financial guide.

**Globalization:** Globalization alludes to the increased inter associated and
interdependence of various social orders the world over. It is a procedure of growing and expanding to exist all through the whole world. It is allude to the increasing inter associations of various countries and individuals around the globe through investment, exchange, mainstream culture, education and other types of inter activities. Globalization multi dimensionally affects higher education in India.

**Distance Learning:** Distance learning is a modern arrangement of non-formal education in India. It is additionally called open learning. The Directorate of Distance Education was begun in 1972 as the Institution of Correspondence Course to take into account the need of understudies who can't seek after formal school education in India. These courses give incentive to undergraduates who discontinue education in view of absence of aptitude and motivation or for need of monetary fortitude.

### 3.3 Funding and higher education

Under the Constitution, duty regarding education is shared among central and state governments. The central government sets strategy, animates innovation and plans structures. The state governments are in charge of running the education framework on the ground. This has exacerbated issues since states have differing resources to assign to education. It is the inadequacy of resources that has recently turned into the most pressing and central issue. Designation is another issue. At the point when resources are rare, what are the state's needs? When all is said in done southern, richer states improve the situation than the poorer, northern ones. The Central and state governments are hard put to activate 4 per cent of GDP for education. With 59 million kids’ out-of-school and another 90 million in school learning practically nothing, the regular educational system is definitely not a Utopian perfect uncovered from the chronicles of the Kothari Commission, yet an imperative that will choose India's place in the comity of countries.

The standard of educational offices, and the nature of education, is by and large higher in primary and secondary schools in richer states than poorer ones, for example, Bihar and Jharkhand. In higher education, differing accessibility has itself added to the monetary contrasts. The IT-based achievement of southern states owes much to their higher number of engineering schools, and ensuing more prominent pool of graduates. The quantity of engineering universities shows incredible assorted variety, and has added to the concentration of high-technology industry in southern India. Be that as it may, the difference between these states and northern states is sensational; Bihar, for instance, has short of what one engineering school for each 10 million individuals in the state; Tamil Nadu has just about four universities for each million individuals. The development of the IT and BPO (Business Process Outsourcing) industries and the attending spread of PC utilize and application in the private area has significantly affected the extension of the exceptionally talented work market, and
along these lines on higher education. Actually, private part education is a growing field in itself, assessed to make up almost 2 per cent of GDP. Shockingly, this best quality education is confined not just geologically to those regions where the IT industries are based (as we have just observed), yet in addition according to capacity to pay, as the private-part educational institutions charge restrictive expenses.

IV. BASIC ISSUES IN INDIAN HIGHER EDUCATION

As India endeavors to contend in a globalized economy in zones that require exceptionally trained professionals, the nature of higher education turns out to be increasingly imperative. Up until this point, India's large, taught populace base and its supply of at any rate decently all around trained college graduates have helped the nation in moving ahead, however the opposition is savage; from China specifically. Other countries are additionally upgrading higher education with the point of building world class universities. Indeed, even the little best level of higher education faces major issues. Numerous IIT graduates, all around trained in technology, have decided not to contribute their abilities to the burgeoning technology division in India; perhaps half leave the nation immediately upon graduation to seek after cutting edge examines abroad, and most don't return. A stunning 86 per cent of Indian understudies in the fields of science and technology who obtain degrees in the United States don't return home immediately following their graduation. An assemblage of devoted and capable teachers work at the IITs and IIMs, however the bait of employments abroad and in the private part makes it increasingly hard to draw the best and most splendid to the scholastic profession.

The present arrangement of higher education does not fill the need for which it has been begun. By and large education itself has turned out to be so profitable a business that quality is lost in the increase of amount of professional institutions with quantity framework and politicization adding fuel to the terminate of ruin framework, thereby increasing joblessness of graduates without fast alleviation to relieve their sufferings in the activity market of the nation.

Along these lines, the downsides of the higher education framework underscore the requirement for changes to make it advantageous and helpful to all concerned. Most observers concur that Indian higher education, the huge and amazing advancements of the previous couple of decades notwithstanding, faces significant difficulties in both quantitative and qualitative terms. Perhaps the clearest and boldest explanation of this issue can be found in the "Answer to the Nation 2006" of the National Knowledge Commission which infers that there is 'a calm emergency in higher education in India that runs profound', and that it needs to do with both the amount and the nature of higher education in India.
According to an examination just 25% of engineering graduates are straightforwardly employable (Infosys, and IT goliath, a year ago dealt with 1.3 million candidates just to find that around two percent were fit the bill for occupations.) Quality of education conveyed in many institutions is exceptionally poor. While India has a few institutions of worldwide notoriety delivering quality education, for example, (Indian Institute of Management) IIMs and (Indian Institute of Technology) IITs, we don't have enough of them. It has extremely thin scope obviously choices that are offered and education is a merchant's market, where is no scope of incentive to give quality education. There is plainly an absence of taught instructors and teaching isn't an alluring profession. It's a last decision regarding profession. Number of Ph.D. created every year is low and those required by the scholarly world is far higher.

4.1 Current challenges and proposals for reform

Regardless of endeavors to incorporate all areas of the populace into the Indian education framework, through instruments, for example, positive discrimination and non formal education, large quantities of youngsters are still without schooling. Despite the fact that enrolment in primary education has increased, it is assessed that no less than 35 million, and conceivably upwards of 60 million, youngsters matured 6–14 years are not in school. Extreme sexual orientation, territorial, and standing aberrations additionally exist. The main issues are the high drop-out rate, particularly after Class 10, low levels of learning and accomplishment, inadequate school infrastructure, ineffectively functioning schools, high teacher non-attendance, the large number of teacher opportunities, low quality of education and inadequate funds.

Furthermore, there is no normal educational system; instead youngsters are directed into private, government-supported and government schools based on capacity to pay and social class. At the best end are English-dialect schools associated to the upscale CBSE (Central Board of Secondary Education), CISCE (Council for the Indian Schools Certificates Examination) and IB (International Baccalaureate) examination sheets, offering universally perceived prospectuses and educational module. The individuals who can't manage the cost of private schooling go to English-dialect government-helped schools, associated to state-level examination sheets. And on the base rung are ineffectively overseen government or city schools, which cook for the offspring of the poor dominant part.

Therefore, while education for all is shielded by the Constitution, and a larger part of individuals would now be able to get to educational resources, the quality of the education that youngsters in Indian get fluctuates broadly according to their methods and background, or, in other words and hazardous pattern. In India's 600,000 villages and multiplying urban ghetto natural surroundings, 'free and necessary education' is in actuality fundamental
literacy instruction apportioned by scarcely qualified 'para teachers'.

4.2 Suggestion for improving quality of higher education

There are a few recommendations and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

1. Towards a Learning Society-As we move towards a learning society, each human action will require commitments from experts, and this will put the whole division of higher education in sharp core interest. In spite of the fact that the needs, which are being allotted today to the undertaking of Education for All, will continue to be prevalent, the nation should set itself up to invest increasingly on higher education and, at the same time, measures should be taken to refine, differentiate and redesign higher education and research programs.

2. Industry and Academia Connection- Industry and Academia interface important to guarantee educational modules and aptitudes in line with prerequisites. Expertise building is extremely exceptionally crucial to guarantee employability of the scholarly community to understand and ensure steady employments (keeping in view knowledge + skills+ worldwide professional abilities = steady employments).

3. Incentives to Teachers and Researchers- Industry and understudies are expecting particular courses to be offered with the goal that they get the most recent and best in education and they are additionally industry prepared and employable. Vocational and Diploma courses should be made more alluring to encourage particular projects being offered to understudies. Incentives ought to be given to teachers and researchers to make these professions more appealing for the younger generation.

4. Innovative Practices- The new advancements offer immense opportunities for advancement in all walks of life. It offers opportunities for financial development, enhanced health, better service delivery, enhanced learning and socio-cultural advances. In spite of the fact that endeavors are required to enhance the nations innovative limit, yet the endeavors ought to be to expand on the existing qualities in light of new understanding of the examination innovation-development linkage.

5. To activate resources- The decline in broad daylight funding in the last two plan periods has brought about serious consequences for standards because of increasing expenses on non-salary things and payments of staff, from one perspective, and declining resources, on the other. Powerful measures should be adopted to prepare resources for higher education. There is also a need to relate the expense structure to the understudy's capacity to pay for the expense. So that, understudies at
lower monetary levels can be given profoundly sponsored and completely financed education.

V. CONCLUSION

In India, if education has to reach all deserving students, it should be made affordable. The expense structure in Government owned/sponsored institutions is inexpensive in India. However, in some private sector institutions, which have the freedom to prescribe expense structure and despite broad guidelines from certain state governments, fees are beyond the capacity of poor and deserving students. Ideally, the expense structure should vary for such economically weaker students.

VI. REFERENCES


