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India's Modern Educational System

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ABSTRACT
The phrase, "The world is ageing, but India has youth on her side," has been a soothing phrase. The average age of the Indian population will be 29 at the conclusion of this decade. As a result of this "demographic dividend," India is expected to account for a quarter of the world's additional increase in working population by 2040. There are 430 million people in our current workforce (ages 15 to 64). India will add 480 million people to its current workforce of 430 million in the next 20 years. Education is the most important tool for converting this demographic dividend into a sustainable economic resource and unlocking human capital's hidden potential. The suggested article attempts to identify gaps and loopholes in the education system utilising the basics of the Capability Approach as a comprehensive mechanism of evaluation and strategies to solve the aforementioned problems, allowing us to take advantage of our country's large demographic dividend.

Keywords: *education, assessment, capabilities, analysis*

I. INTRODUCTION

Without delving into history, it is impossible to comprehend the issue of higher education quality in India. According to historical sources, India had just four engineering institutions in 1916-17, with a total yearly intake of 74 students. Until independence, the number of higher education institutions grew slowly. Following independence, higher education became a priority for the newly created government. They realized that the success of our country hinged heavily on the development of human capital through high-quality education. Our first Prime Minister was a strong supporter of the scientific method, viewpoint, and attitude. He was fascinated by science as well as what he called the scientific temperament, which he defined as "search, inquiry, and putting your mind to it...and search by experience and reasoning...It is a means of educating the mind to look at life and the entire social system." He hoped to instill these values of logic and social responsibility in individuals via education, so that they would grow into responsible citizens who might put their abilities to good use for the country's sake. With this goal in mind, our country's first Prime Minister made a significant contribution to the establishment of different higher education institutions, particularly those focused on technical and management capabilities. He aspired to make these institutes world-class research and learning centres.

In India, government spending on higher education climbed steadily from Rs 171.5 million in 1950-51 to Rs 95,620 million in 2004-05. In the 1960s, it grew at a healthy rate. In the 1970s, funding dipped somewhat before improving in the 1980s. The amount of money spent by the government on a certain thing may be used to determine how important that item is to the government. The subsidies allocated for higher education were diverted to the development of primary education under the pressure of various international funding agencies, as it was argued that investment in higher education benefits only a small portion of the population, whereas primary education would provide leverage to a larger portion of the population. Following the substantial decline in governmental support, higher education became privatized. According to statistics, the private sector owned 78.2 percent of engineering and technical institutions and 71.3 percent of medical colleges in 2002. These private colleges grew in response to the high demand for professional degrees, including engineering, medicine, law, and management. The number of universities expanded from 20 in 1947 to 659 in 2011, while the number of colleges increased from 500 to 33,023, following a similar pattern.

Table 1: Data for Higher Education Institutes in India

Higher Education Institutes	**Academic Year 2011-12**
Universities	659
Central Universities	152
State Universities	316
Private Universities	191
Colleges	33.023
Central	669
State	13024
Private	19930

As finances dwindled, advancement in higher education was stifled. State governments refused to establish new universities, faculty recruitment was hampered, and funding for innovative academic programmes was scarce. The focus of education programmes changed away from Nehru's vision and toward quantitative expansion in order to fulfill the ever-increasing demand from the youth. The original goal of education was to instill in individuals the values of intellectual capacity and social responsibility so that they might contribute to the country's socioeconomic progress. However, as many CEOs of well-known multinational corporations have pointed out, our educational system is producing unemployable degree holders with little or no practical experience. Only 64% of employers are somewhat satisfied with new graduates passing out of Indian engineering colleges, according to a World Bank-FICCI survey conducted in 2009. As a result, the Capability Approach's principles can be used to assess and investigate problems in the educational system.

II. ASSESSMENT OF CAPABILITIES

The Capability Approach (AmartyaSen and Martha Nussbaum) is a welfare economics theory that focuses on an individual's ability to achieve a certain objective based on five main factors:

- Individual disparities in the capacity to convert resources into worthwhile activity
- In assessing a person's advantage, genuine freedoms are critical.
- When assessing human welfare, there should be a balance of materialistic and non-materialistic criteria.
- Concern about how opportunities are distributed throughout society.
- The diverse character of happiness-inducing activities.

III. CAPABILITY ASSESSMENT TO EDUCATION SYSTEM ANALYSIS

To begin with, "capability" refers to a person's capacity to produce desirable outcomes while maintaining personal autonomy. People's freedom of choice gives a long-term incentive for cumulative economic performance as well as room for personal development. People are influenced by societal pressure to pursue specific types of education based on common perceptions of what is deemed a "higher" degree. Economic need has a significant impact on a person's educational choices, forcing them to forego personal interests in some cases. In such circumstances, there is no intrinsic drive, which has a negative impact on not just their skill development but also their job performance. Due to stringent merit standards in government institutions and relatively expensive tuition at private colleges, many people are unable to follow the courses of their choice. As a result, in all sectors, fair job opportunities should be developed, and industry-relevant practical training should be included in every curriculum. It will control the excessive outflow of human resources into one area and contribute to the development of all sectors, boosting the country's healthy economic growth.

Experiential learning, as defined by David Kolb, consists of four types of learning processes: Divergent, Convergent, Assimilating, and Accommodating. Individuals' abilities vary depending on their mental process and learning style. Some people learn by logical analysis, while others learn through group discussions and actual applications. However, the educational system does not cater to all learning types. Classrooms in India are intended for ordinary Assimilating students (those who learn by watching and thinking). Theoretical knowledge is prioritized, whereas practical skills are considered secondary. Students will be able to gain a lot more from class if it is taught in a way that takes into account different learning styles. They will also be better able to adapt what they learn in class to real-life situations.

In our nation, students must pick a field of study before enrolling in college. They are then bound to a certain area and seldom have the opportunity to change their path of study. This rigorous and inflexible structure is problematic because it stifles individual growth, and students may be forced to choose a topic under social pressure and be trapped with it for the rest of their lives. This is in sharp contrast to the liberal arts education system that is common in the United States and many European nations. Students in this system have the opportunity to study whatever topic they like during the first one or two years of college. They have the opportunity to find their expertise and build a broad knowledge base in a variety of subjects before making a final decision about their degree. Aside from that, there are no constraints on the subject of study until graduate school. After completing the undergraduate programmes, intense specialization within the topic area occurs. Humanities majors frequently apply to and are accepted into the top-ranked medical schools in the United States. People have enough time to make an educated decision about their job and topic of study, thanks to such a flexible structure, which allows them to avoid being swayed by societal pressure.

Another issue with the educational system is its excessive emphasis on memorizing topics with the "final test" as the primary goal. The repression of intellectual curiosity begins at a young age, when school-aged children are discouraged from asking significant questions. Due to a dearth of teaching personnel at many universities, overcrowded classrooms are placed in the hands of Teaching Assistants who are solely concerned with completing courses and pay little attention to encouraging intellectual curiosity and skill development.

There have been instances where institutions have offered a course with no courses while yet administering the test. There is a fierce competition for the best grades, and having a good "placement" is seen as the most important aim. This restricted approach to education may appear to be a faster and simpler road than intellectual inquiry, but in the long term, it causes many to get disillusioned by the tight competition, and many to become disappointed because they realise they are not learning anything useful. Employers frequently complain about Indian graduates who graduated at the top of their class but are unable to perform properly and use their theoretical knowledge, despite the fact that acquiring a job remains the primary goal after college. One answer is to invest in teacher training by providing them with ongoing seminars on novel teaching technology, as well as to guarantee a healthy student-to-teacher ratio at institutions, which allows teachers to track students' progress.

The fixation on finding a "placement" reflects rising materialism in a culture where ostentatious purchases are associated with social status. Our educational system produces a homogeneous mass of self-centered individuals who are never truly encouraged to participate actively in social development or political activities, and who are never taught to use their discretion in making the best decisions for the country's sociopolitical situation. "The covert message sent to most young people today by the society around them by the society surrounding them is that they are not required, that the society will run itself very beautifully until they—at some remote time in the future—will take over the reigns," according to Alvin Toffler. However, the truth remains that society is not working smoothly...because the rest of us require all of the energy, intelligence, inventiveness, and ability that young people can provide to address our problems. It is irrational for society to try to tackle its dire issues without the full participation of even very young people." People must be made aware that their actions have consequences not just for themselves but also for society, and that they are accountable for bringing about systemic change when the time comes.

IV. CONCLUSIONS

The shortcomings in the educational system have been discussed in relation to the five Capability Assessment concepts. Investing in the education of the massive demographic is the need of the hour, and in order to get the most out of the rising youthful population, discrepancies in educational quality and distribution must be addressed in a relatively short time period. It is necessary to prevent the turning of these potential economic assets into damaging liabilities. A disillusioned and unhappy youth is vulnerable to extreme influence (as seen in Naxalite-infested areas) and can result in political instability, turmoil, and a significant economic setback. There is also a pressing need for the central government and regulatory bodies at the national level to examine and criticize education policy. To guarantee that education meets not only industry but also individual demands, a realistic National Education Policy must be created to monitor both the quality and quantitative expansion of institutions. The rules must be implemented in a way that reaches the entire people, rather than remaining a blueprint. Red tape, corruption, and a general lack of interest on the side of regulatory and monitoring bodies sometimes stymie these programmes. Before the Indian higher education system collapses into profound, irreversible disarray, it is critical to address these challenges in a rigid and methodical manner.

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