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## **TO ANALYZE THE STATUS AND SITUATION OF SCHOOL EDUCATION MANAGEMENT IN INDIA**

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### **Abstract**

The Indian literacy rate was quite low at the time of its sovereignty in 1947. According to an enumeration taken in 1951, just 27% of men and only 9% of women were educational. The median time that youngsters from the wealthiest 20% of the community spend in school is 11.1 years, compared to just 4.2 millennia for children who belong to the lowest 20%. This research aims to ascertain both the level of Education and the economic position of school administration in India. Students who go to schools with upper socioeconomic standards do better than those with a socioeconomically disadvantaged average. This research is both descriptive and experimental. This study relies on descriptive analysis to investigate the Indian Education management system. The sample size for this study is 200. The Indian education system is associated with a range of positive outcomes regarding digitalization and technological advancements. But in addition, it is found that India is suffering from a shortage of efficient teachers.

**Keywords:** *School status, school conditions.*

### **Introduction**

In 1947, India had low literacy rates. 9% of women and 27% of men were literate in 1951. Under British rule, Indian Education was improved to create a ruling class. After independence, improvements were made. "Within ten years of the beginning of this Constitution, the State must attempt to give free and compulsory education for all children till they finish the age of fourteen," the 1950 Indian Constitution said.

Most state legislatures mandated primary Education, and federal governments reinforced this purpose. Despite significant efforts, the population's educational level has only slowly grown, and huge social class and sex discrepancies exist. The wealthiest 20% of children attend school for 11.1 years, compared to 4.2 for the lowest 20%. With an average of three years of schooling, rural ladies do poorly. Lower caste and tribal children attend school less than the national average.

Macaulay's Minute on Education (1835) aimed to prepare Indians for government jobs by switching to English. Western knowledge boosted upper caste social position and inequality. However, during British rule, poorer castes were helped. In Southern India, the non-Brahmin (lower caste) movement sought to reduce caste inequality by favourably discriminating in



Education and employment. This movement did not spread to other areas of India, and only recently have certain governments tried to enact affirmative action. Disparities were addressed following independence. The 1986 National Policy on Education attempted to equalize educational opportunities across socioeconomic categories. Education for Scheduled Classes and Tribes focused on an equality with non-scheduled castes.

Since independence, Scheduled Castes, Scheduled Tribes, Other Backward Castes, and Others have received affirmative action in a government schedule. Scheduled Castes replace "untouchables" (SC). They are India's poorest and have suffered discrimination and poverty. The Other Backward Castes (OBC) had a similar social and economic status to the "untouchables." However, since they were not "untouchables," OBCs were debated for special treatment even during British rule. Besides the caste system, India has several scheduled Tribes (ST).

Educational equity now includes affirmative action as well as equal opportunity. The government has created many educational programmes to help SCs and STs improve their Education, enrolment, and dropout rates. It's still wrong. According to the 2001 census, 55 per cent of SCs and 47 per cent of STs were literate, compared to 65 per cent nationally. Although gross enrollment ratios of SC and ST children grew in some states in 2006/7 compared to 2000/1, dropout rates increased in other states (e.g. Bihar and Rajasthan). Gender inequality persists in India.

Since the 1960s, education policy has focused on gender equity in access, retention, and transitions. Many creative government and NGO programmes, often in partnership, promoted gender equality in the 1980s and 1990s. For example, the District Primary Education Project (DPEP) targeted 600 low-literacy communities: the DPEP funded school renovations, learning aids, teacher training, and more instructors. A noon feeding programme and a literacy drive were government-sponsored in the 1990s to erase gender and caste inequities.

Another 1990s trend was private school growth. The private sector grew due to increased demand for Education and inadequate public school facilities. Many schools for low-income families are joining this market. Even low-income families are choosing private fee-paying schools over free public institutions. This illustrates that parents of various socioeconomic backgrounds want their children to have good schools and amenities. Girls, low-caste children, and impoverished youngsters remain overrepresented in government schools.

India's multilingualism is unique. The 1961 census registered 1,652 languages and dialects. Only 22 of these languages were constitutionally "scheduled languages" by 2003. Three-language Education was proposed in 1957. The first five years of Education use a regional language. In grades 6–8, students learn Hindi or another Indian language. English is taught in third grade.



## **Literature Review**

According to Huisman and Smits (2009), socioeconomic status affects student performance more and more. They hypothesized that a widening economic difference caused rising educational disparity, recent educational changes that boosted school choice, and decentralized education systems that promoted academic ability streaming and curricular differentiation. Researchers found that decentralized education systems in industrialized nations reduce student performance discrepancy better than centralized systems.

However, Abdu-Raheem, (2012) used OECD PISA data to show that decentralized school systems promoted educational equality. According to PISA 2000 and 2006, European educational disparity was reduced in decentralized school systems but increased in centralized ones.

Richardson (2002) says efficiency and equality can coexist. Academic institutions claim numerous countries' TIMSS average salaries have increased while the achievement gap dividing low- and high-performing pupils has decreased. A 1999–2007 examination of TIMSS scores indicated a significant negative association between within-country dispersion and average national performance. Educational equality need not compromise justice and efficiency. Finally, the parental background is always good for kids. Social and educational factors impact the extent of such linkages. Our study assesses the development of low-SES\*2 different students and the relationship between academic deficits and socioeconomic status over duration for a sample of the TIMSS cooperating education system. Using a customized TIMSS HER, researchers first constructed a yardstick of authoritative Parenting\* to conduct a similar trend analysis.

Bradley & Corwyn (2002) studied the academic performance of Science Stream students in Higher Secondary Schools. The current study shows gender discrepancies in socioeconomic status and academic achievement. Males surpass girls academically, according to research.

## **Research Objective**

- To analyze the status and situation of school education management in India.

## **Material and Method**

### ***Research Design***

In this examination, Non-experimental research design is utilized. Non-experimental research suggests that there is still an output factor or group of participants that the researcher cannot control.

### ***Data collection***

This descriptive study examines how family socioeconomic status affects socioeconomic status. People think SES strongly and consistently affects children's academic success and cognitive development. However, study results vary. Financial statements, newspapers, and articles provided secondary data.



### *Sample size*

Critical analysis cannot be done on the entire population or cosmos. The researcher chooses sample units to represent the cosmos. This study examines India's education management economy. This study involves 200 participants.

### *Data Analysis*

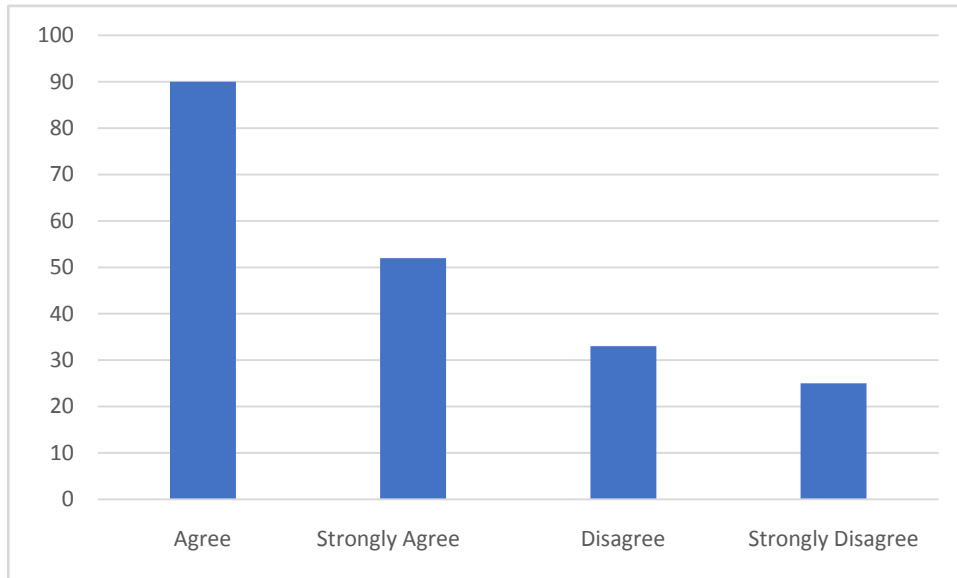
This strategy uses numerical and factual data. This strategy uncovers mood, behaviour, beliefs, and other aspects. Discover massive sample population results. Quantifiable data is used to generate realities and disclose the study design. This study used both samples.

### **Results and Discussion**

**Objective:** To analyze the status and situation of school education management in India.

<b>Opinion</b>	<b>No. of respondent</b>
Agree	90
Strongly Agree	52
Disagree	33
Strongly Disagree	25
<b>Total</b>	<b>200</b>

**Table 1.1: In India, Education is an essential tool for fostering growth and is valued for its impact on people's future chances.**



**Figure 1.1: In India, schooling serves as an essential tool for fostering growth and is valued for its bearing on individuals' opportunities in life.**

From the above table, it was observed that 75 respondents agreed that Education is seen as crucial to people's possibilities in life and is a critical development-enhancing tool. Sixty-seven respondents thought that schooling is a meaningful development-enhancing tool and is considered significant to a person's life opportunities. On the other hand, 33 respondents were against this claim, and 25 respondents were of the opinion that learning is a meaningful development-enhancing tool and is believed to be crucial to people's life opportunities.

### **India has the largest gap in teacher shortages between disadvantaged and favoured schools**

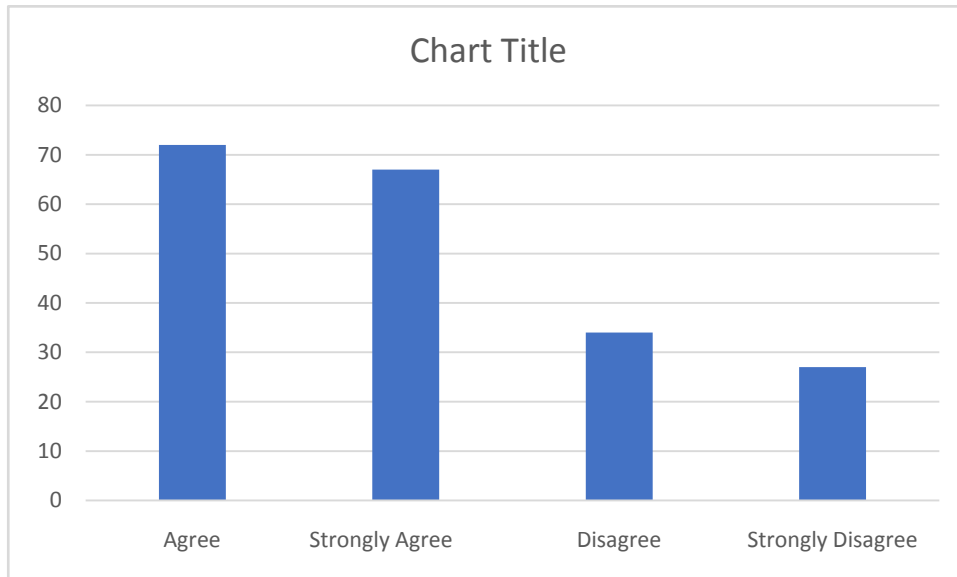
Opinion	No. of respondent
Agree	77
Strongly Agree	68
Disagree	31
Strongly Disagree	24
Total	200

**Table 1.2: India has the most significant gap in teacher shortages between disadvantaged and favoured schools**

From the above table, it was observed that 77 respondents agreed that India has a massive gap in inadequate staffing between impoverished and preferred schools, according 68



respondents who respondents agreed with this statement. Thirty-one strongly disagreed, and 24 respondents strongly disapproved, with the information that India seems to have the most incredible difference in staff shortages between impoverished and preferred schools.



**Figure 1.2: India has the most significant disparity in school closures among preferred and underprivileged institutions Conclusion**

There is a well-established link between education and country development. As a result, Education has a significant position in most nations' policy and programme planning agendas. On the national agenda, Education is likewise a high emphasis. Education must achieve a number of critical objectives and criteria in order to contribute successfully to national development. This requires meticulous planning and the development of successful programmes and strategies. Evidence-based education planning and administration have become critical to justify greater social sector expenditures and improve India's global competitiveness.

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