Indian Education Market & Education Quality in new India

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"I am always ready to learn, but I do not always like being taught." - Winston Churchill

***Abstract*—This paper analyses the Indian education market and standard of education and tried to establish relationship & evaluation of current education system from ancient era to Thomas Babington Macaulay English education system. From Macaulay to current period Indian education system went through various phases. The British destroyed the Indian education, craft and independent village system and converted into a readymade product market where they can dump their machine product. Somehow, they able to establish their superiority over Indians and its culture. When India become independent, they left it resource less & poor country but eventually India develops its human resources so that they can lead world's leading MNCs. Now again its being ready to Vishwa Guru and have a plan like New Education Policy.**

***Index Terms*—Education, Education Market, Higher Education, Tuition Market, Quality of Indian Education, New Education Policy.**

I. INTRODUCTION

In Sanskrit word Shiksha means "instruction, lesson, learning, study of skill". In ancient era shiksha was the field of Vedic study of sound, focusing on the letters of the Sanskrit alphabet, accent, quantity, stress, melody and rules of euphonic combination of words during a Vedic recitation. Shiksha is the oldest and the first auxiliary discipline to the Vedas, maintained since the Vedic era. It aims at construction of sound and language for synthesis of ideas, in contrast to grammarians who developed rules for language deconstruction and understanding of ideas.

Education can be defined as the stock of skills, competencies and other productivity-enhancing characteristics. In general, education as a critical component of a country's human capital -increases the efficiency of each individual worker and helps economies to move up the value chain beyond manual task or simple production process (WEF 2016). Human capital has long been considered the most distinctive feature of the economic system. Education is a leading determinant of economic growth, employment and earnings. Ignoring the economic dimension of education would endanger the prosperity of future generations, with widespread repercussions for poverty, social exclusion and sustainability of the social security system (Woessman 2015).

II. HISTORICAL PERSPECTIVE OF EDUCATION IN INDIA

Before becoming a colony of the British, India had a rich education culture. The British destroyed the entire education system in India. They supplemented and undermined an extensive Indian tradition: traditional methods of Guru-Shishya parampara (in which students lived with their teachers and imbibed an entire way of thinking). As Will Durant points out, "when the British came, there was throughout India, a system of communal schools managed by the village communities. The agents of the East India Company destroyed these village communities, and took no steps to replace the schools; even today (1930)… they stand at only 66% of their number a hundred years ago". At the eve of independence, the level of education and literacy was very low in India. In 1951, only 18.3% of people were literate out of which male literacy was 27.2% and female literacy rate was 8.9%. The system of education given by the British was highly unproductive. After 70 years or independence majority of Indian children are not fortunate to have

access to quality education which can help them optimize their potential.

Education is a classic example of what the famous economist Richard Musgrave called merit goods. Merit goods are those whose benefits are not fully realized by an individual at the time of consumption, unlike other typical purchases. Children and their parents cannot possibly know the true personal benefit of studying well in terms of future jobs, salary or status, but they can only see the present sacrifice required. Individuals may, therefore, underinvest in education. The value of education is not restricted to an individual, but it confers benefits to society at large. An educated and skilled individual raises the productivity levels in the economy which is the key to prosperity. Given the personal and societal benefits, therefore most countries have made a minimum level of education mandatory and provide basic education either free or at a subsidized cost.

III. RIGHT TO EDUCATION IN INDIA

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

This helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they come from. With the focus on improving enrolment, while we have achieved near-universal school enrolment, the benefits of education are realized not by the years of schooling, but by the learning outcomes.

IV. QUALITY OF EDUCATION

As per Pratham's Annual Survey of Education Report 2019 "half of all children in Standard III are already at least two years behind relative to where they should be." Similarly, at the other end of the spectrum, alternative estimates of the employability rate of Indian youth when they enter the workforce range from mere 15% to around 50%. Once again, at best only half of our youth meet the requirements of employers.

Hanushek & Kimko (2000) on education quality - our concerns not only the quantity of schooling - the percentage of the population that completed primary secondary or higher education but also, critically, its quality. The World Economic Forum measures secondary & higher education enrolment rates, but their measurements also include training and the quality of education. Quality of higher education and research can be understood by the world ranking of universities where Indian institutions rarely get space.

As economics theory states that countries cannot make money for government & consumers to spend if there is no investment; the same is true for human capital also, a country cannot make a civilized, healthy, wealthy & competitive society without investing in education. India has a great potential to attack foreign investment in education by which it can improve the infrastructure and quality of education and itself ready to compete with the globe. Indians are said to be one of the most intelligent in the world, they proved their leadership skills by leading top MNCs. In the New education policy - 2020 the Indian government has committed to increase public expenditure of 6% of GDP on the education sector in collaboration with the Central and State Governments. Only 6% of India's GDP expenditure on education is not sufficient to fulfill India's vision to be "Vishwa Guru" but private initiatives are also required to provide world class quality education and enhance research activity. India is one of the lowest research & development expenditure countries, which needs to expend more money to achieve its SDG4 goal & enhance research and development activity. For these visions, organizing private initiative with proper regulation can make India great once again.

V. INDIAN EDUCATION MARKET

Organized private initiatives are gaining momentum in our country's lucrative education market. Exciting prospects lie ahead for the firms that have already

boarded the bus. As per CLSA's Indian Education sector outlook (2008) reported the annual private expenditure at $40 billion and projected a 16% five-year compound annual growth rate. Byju's is the leader of the industry and Educomp & Aptech are competitors in the education technology industry. The report estimates that the Kindergarten to grade 12 (K-12) segment at $20 billion, private professional college at $7 billion and tutoring at $5 billion. These are the largest segment of the total private education market that they estimate to be $40 billion. Other meaningful and fast growing areas include vocational training at $1.4 billion, test preparation at $1.7 billion and preschool at $1 billion. India's 75000 private schools account for 7% of total institutions, but enroll 40% the India's students – even as some 142 million children are not in the school system.

VI. TOTAL ENROLMENT IN SCHOOL

Table-1

Children not in School(Total=142 M)				
	Enrolled(M)	Eligible(M)	Gap(M)	Enolled(%)
Grade 1-5	131	156	25	84
Grade 6-8	52	91	39	57
Grade 9-10	36	114	78	32

Source - *CLSA Asia-Pacific markets*

The above table of CLSA report shows that there should be 361 million children enrolled in schools, but government data indicate total enrolment of only 219m in 2005. This implies nearly 142 million children are not in school. In higher secondary stage (Grades 9-12), there should be 114 million children, but only 36 million are enrolled – a ratio of 32%. This accounts for 78 million of the 142 million children not in school. The enrolment ratio at the early primary level is 84%, dropping to 57% at middle school level, and to 32% in Grades 9-12.

VII. PUBLIC SCHOOLS IN INDIA

The report reveals the very important truth that the majority of public schools are located in rural India.

Table-2

Public schools - Vast manjority in rural areas			
Assumed Breakdown	Public schools	Enrolment/ School	Total Children(m)
Village Schools	800000	25	20
Smaller schools	75000	500	38
Mainstream public schools	75980	940	71
Total public schools	**950980**	**136**	**129**

Source - *CLSA Asia-Pacific markets, India Department of Education*

VIII. TUTORING

Augmented teaching outside the classroom is a big business in India. Though a largely urban phenomenon, the numbers add up to a market worth an estimated US$5.3 billion. The CLSA report estimates that at least 20 million children take some form of tuition outside the classroom. This compares with 90 million children enrolled into India's private schools, and a total school enrolment of 219 million. Notably, the need and usage of external tuition is even greater for students in public schools, where the quality of "in school" education is often below the standards of private schools.

Table-3

Tutoring- Estimate of market size								
	Enrolled (m)	Urban (%)	Target universe(m)	Tutored (%)	Market (m)	Annual Fee(Rs)	Market (Rsm)	Maket (US$m)
Grade 5-8	123	30	37	15	6	9000	49714	1243
Grade 9-12	114	30	34	40	14	1200	164333	4108

Source - *CLSA Asia-Pacific markets, United Nation Population Database*

Some private schools are good enough in providing standard quality education and some are average but a greater number are private schools are just showing that they are as standard as should be charging comparatively high fees but in reality there is a gap between in actual & wanted output.

There is a thought going on in public that schools are unable to deliver expected quality of knowledge either its public school or private school, besides sending their child to a private school and pay high fee than just send the child to a reputed government school for documentation purpose and arrange good quality of tutor at home or send a coaching institute to match the quality level of education. This is also not a model which can help a country to achieve its goal. Education is not only to gain bookish knowledge but cultural exchange, enhance sharing, caring among each other.

IX. HIGHER EDUCATION

Different people have different understanding about higher education but in general education after higher senior secondary education is considered as higher education. It offers in-depth knowledge & understanding. There are four per-dominant conceptions about higher education are - production of qualified human resources, training for research careers, efficient management of teaching provision, and the matter of extending life chances. (Barnett, 1992).

Knowledge has been recognized as the key driving force in the 21st century and India's ability to emerge as a global competitive player depends on its knowledge resource. Sometimes an educated person can be referred as "Guru's". To be "Vishwa Guru" we have to have faster generational changes, a systematic transformation is required. This involves a roadmap to reform the education sector that focuses on enhancing access to knowledge, fundamentally improving the education system & its delivery, re-shaping the research, development & innovation structure. Education sector transformation seeks to build capacity and generate quality will enable our country to empower human capital.

Education is a tool to achieve full human potential, developing equitable societies and promoting national - development. High quality education is the best way forward for developing and maximizing our country's rich, talented of worlds' highest young population.

Unemployment is an obstacle in the growth of any country. Great economics J. M. Keynes suggests if a country wants to grow and be stable it must focus to achieve full employment. In India, 50% of its educated youth population enter every year in the job market without an employable skill set. Which illustrate the effectiveness of our education system. A large number of youth cannot complete their higher education for various reasons. Costly education system and lower economic background is the one of the top reasons for that. Some students just complete their degree without properly understanding the subject matter. Some of them lost their interest in the subject & some subjects require more time & effort. Maximum no. of students somehow manage the time but insufficient infrastructure and limited access of teachers and their low economic background nullify their effort to make them self-capable enough to compete with the world class system. Sometimes they can't take help from the market; or buy costly good books as many degree colleges don't have libraries. In case it exists, it is not open according to their time. Some of them don't have good books on the bookshelf. As colleges have limited teachers, who have aligned multiple tasks which results in less time for teaching or giving more time to needed students or weak students; high Number is student teacher ratio could also be reason for it.

X. HIGHER EDUCATION SCENARIO IN A VILLAGE LIFE-

As Bharat lives in villages and main occupations of villagers are agriculture which is well known to provide food but not generate sufficient income so that a farmer can educate its children in a well-equipped college. Some can manage to pay the fee of costly private colleges but not for all children. Here, the girl child has to sacrifice. Either she has to give up her studies or has to go to very low infrastructure institutions which also results in dropping out of the system. Some of them are married before the legal age and drop from the education system for their life. Maximum number of rural India youth complete their graduation and post-graduation from degree colleges nearby their village as they have to help their family in agriculture works. Girls have to prepare breakfast and lunch for their family before going to college. They have to return after college time and prepare dinners. Now no or very less time for study at home which results in less score in their academics. This reason makes them less competitive.

XI. HIGHER EDUCATION IN NEW EDUCATION POLICY

In the new education policy 2020 document, the importance of 'Higher Education' is rightly illustrated that "it contributes towards sustainable livelihoods and economic development of the nation." And its objectives are "higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level,

and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence."

This policy enables institutions to offer a medium of instruction or program in local/Indian languages which will definitely enhance the understanding of subject matter. Establishment of a Nation Research Foundation to fund outstanding peer reviewed research. All higher education organizations must be classified as one of three institution types like multidisciplinary University, higher education institutions cluster/knowledge hubs and college. Large multidisciplinary Universities and colleges will facilitate a move towards high quality holistic multidisciplinary education. Within fifteen years of the period of time the affiliated college system will be phased out and these colleges will be autonomous degree granting colleges.

In current system student have to loss everything if he couldn't complete all 3 years of degree program due to any reason but new education policy degree program structure enables them to have appropriate certificate, diploma or degree according discipline & years of completion. The either 3- or 4-year's degree program structure. 4 years integrated B.Ed. degree will be offered by multidisciplinary organizations will be dual – nature, with bachelor degree in education as well as specialized in a subject. This education policy aim to redesign the Indian education system and overcome the challenges and make education sector barrier free with equality ad inclusive.

In conclusion, the evolving landscape of the Indian education market reflects a dynamic interplay between economic liberalization, technological advancement, and policy-driven reforms aimed at improving access and quality. While significant strides have been made in expanding educational infrastructure and integrating digital learning platforms, persistent challenges such as regional disparities, unequal access, and variable teaching standards continue to hinder uniform quality outcomes. The rise of private players and Edtech solutions has contributed to market diversification but also raises critical concerns about affordability and regulatory oversight. Therefore, the pursuit of educational excellence in "New India" necessitates a balanced approach that combines market innovation with robust public investment and inclusive policy frameworks. Only through such a synergistic model can India ensure that the benefits of educational growth are equitably distributed, fostering both human capital development and socio-economic transformation.

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