

A STUDY OF SOCIAL IMPACT ON INDIAN EDUCATION SYSTEM

Anil Kumar Tiwari

Research Scholar, Bangalore University, Bangalore

Dr. Sunil Sharma

Assistant Professor, Bangalore University, Bangalore

ABSTRACT

This study investigates the manner in which different kinds of changes influence the form that society takes and the amount to which they do so, as well as the degree to which education is impacted by those changes. An investigation of the ways in which the social and economic climate of India over the last two centuries has had a significant impact on the country's educational system is presented here. India is still plagued by high rates of illiteracy and extreme poverty. With these two major issues serving as a backdrop, the Central Government as well as the State Governments are working very hard to reform the education sector by introducing a number of welfare initiatives that are intended for SC, ST, and other persons who have been discriminated against.

Keywords: Society, Education, illiteracy, poverty, Social Impact

INTRODUCTION

It is impossible to separate human beings from society. Man is the one who gives birth to society, and his desire to share his life with other people is the driving force behind the development of society. One definition of "society" is "a group of individuals living together in the same geographic environment while adhering to a set of generally accepted guidelines for common behavior." The actions of the people who make up a society determine both its composition and its scale. The social conduct of man is impacted by forces from the outside world, and this influence is successful in altering the pattern that society follows. The nature of civilization is continually changing at a quick pace as a direct result of this.

When we take a look at the way things were 10 years ago, we can see that this is true. We are going to learn that there have been numerous changes in the character of the society that have taken place during the last decade. The motives and variables that are accountable for changes in society are not universally agreed upon by social science specialists. Some people believe that differences in economic interests are to blame for shifts in society, but others are of the opinion that shifts in technology are the driving force behind these shifts in society. Due to the fact that the social sciences are responsible for addressing this topic, we will not be discussing the aforementioned aspects at this time. All that is required of us is to investigate the manner and degree to which different kinds of shifts influence the form that societies take, as well as the amount to which these shifts have an impact on education.

An examination is presented here of the ways in which the social and economic conditions that prevailed in India over the course of the previous two centuries had a significant impact on the country's educational system. The investigator herself collected the required data with the assistance of all secondary sources, and then she organized it according to century for the purpose of gaining a better knowledge of the development of education

in India, a country that is still fighting against illiteracy and poverty. With these two major issues as a backdrop, the Central Government as well as the State Governments are working very hard to reform the education sector by introducing a large number of welfare programs that are intended for SC, ST, and other individuals who have been discriminated against.

Education during the First Half of the Nineteenth Century

Social Transformation

By the time the first half of the nineteenth century came to a close, British control over India had been completely entrenched. In order to ensure the British Empire's continued dominance in India, its leaders were of the opinion that it was essential to alter the worldviews held by the country's populace. During that time period, British policy had the intention of supplanting Indian civilization, tradition, and social and moral standards with those of the English civilisation, customs, and values. They believed that by doing so, the Indians would become more polite and devoted to the British. The first step that the Englishmen took toward accomplishing their goal was an attempt to discredit the religion that was responsible for maintaining social order.

OBJECTIVES

1. The Study Social Impact on Indian Education System.
2. The Study Education Sector with The Introduction of Many Welfare Schemes.

Economic Transformation

The Englishmen first came to India in the capacity as merchants, and for a substantial amount of time after their arrival they continued to engage in commerce and make a profit. After some time, when they gained control of the government, there was a shift in their approach to the trade policy. This resulted in an enormous rise in corporate earnings but brought about the economic collapse of an otherwise thriving nation. The nation of India was turned into a market for European products, which led to the destruction of its own industry. As a direct result of this, the economic circumstances of the Native Americans worsened and became intolerable. The Indian people continued to be humiliated as a result of their complete impotence, and their economic situation continued to worsen.

Impact on Educational Set-up

The intervention of missionaries in the social lives of the population also has its share of negative impacts on both parties. The conventional approach to primary and secondary education started to degrade. The educational institutions that were owned by missionaries had a healthy financial situation, and in order to accomplish their goals, they were also made to seem appealing to potential students. The nation of India had already descended into abject poverty; its once-thriving industries had ceased operations, and its once-prosperous agricultural sector had become hopelessly unorganized. As a direct consequence of this, service was the sole source of continued existence. The educational system that was prevalent in the Indian school system was not one that was designed to assist students in acquiring service. On the other hand, the educational system that was used in

missionary schools was well-suited for pupils who had the intention of entering the mission field. As a consequence, they were given precedence, even if this turned out to be an illusion in the long term.

Education in India during the second half of the nineteenth century

By the second part of the nineteenth century, the general population of India had established intimate relationships with Englishmen, and their culture was beginning to show signs of being impacted by Western education. Bigamy, Sati, untouchability, child marriage, and infanticide are only few of the harmful societal practices that the Indians started to condemn as they were exposed to Western culture. To our good fortune, the Indian National Congress was established in the year 1885, and this organization accomplished noteworthy work in the field of social advancement throughout its time in existence. A considerable amount of effort has been done in the field of social reform by many social groups, such as Arya Samaj and Brahma Samaj, amongst others. It is certain that Mahatma Gandhi made a significant contribution to the emancipation of untouchables during this time period. The efforts of social leaders to eliminate harmful social behaviors were met with assistance from the government, and as a result, a number of acts were enacted, which resulted in significant changes to the social structure as well.

Changes in the Economic Set-up

The growth of a nation's economy was significantly influenced by the development of its many industries. The crippling of India's industry and commerce has been the primary contributor to the country's level of poverty, and the policies of the British government on economics and trade were primarily responsible for dealing the killing blow to India's industries and trades. Raw materials and minerals were not in short supply in India; nevertheless, the antagonistic policies of the British prohibited the Indian people from making use of these resources. The majority of the Indian population eventually found work in agricultural pursuits. Profits were made by the Englishmen as a result of the procurement of raw materials at low prices and the selling of completed goods at prices that were determined by the Englishmen. 1861 was the year that saw the beginning of the American Civil War. The Indian textile industry found this to be an exciting event, and as a result, textile mills were opened across the nation. In addition, businesses producing iron, steel, and cement were founded, and Indian industries, which had been in a vegetative condition up until that point, began to come out of their slumber. In the annals of Indian history, this time period has been referred to as both an era of significant economic upheaval and an age of rapid industrialization.

Impact on Education

The economic and social shifts that were discussed before had a significant influence on the structure of the educational system. At different phases, major figures throughout India founded institutes with the goal of solving the country's widespread problem of illiteracy. In addition, financial assistance from the government was obtained for this objective. The Indian Education Commission was established, and as part of its mandate, local governments were granted the authority to raise taxes for educational reasons as well as the responsibility of overseeing the administration and extension of basic education. The need for education rose as a result of societal shifts, and changes in the structure of economic activity gave rise to industrialization, the establishment of secondary schools, and the incorporation of courses related to industry and commerce into the educational canon.

The government paid attention to the social and economic shifts that occurred during the first half of the century, and as a result, higher education institutions were established in Madras, Calcutta, and Bombay. In addition to this, there is the Dayanand Vedic College, located in Poona, the Ferguson College in Varanasi, and the Central Hindu College in Varanasi. The city of Lahore was established. The sensation of untouchability was significantly lessened as a result of initiatives aimed at elevating the status of the untouchables. Both the issue of casteism and the problem of religious intolerance have been eliminated to a significant degree. The Harijan people were granted the ability to enter any and all educational institutions. The advent of the industrial age was a significant contributor to the resolution of these issues.

Education During the First Half of the Twentieth Century

By the beginning of the twentieth century, the whole social structure of India had been transformed as a result of efforts undertaken in the second half of the nineteenth century to pave the way for wider-ranging social growth. During this time period, there was a greater emphasis placed on the elimination of untouchability, the elevation of Harijans, the extension of education, the elimination of casteism, social narrowmindedness, and harmful social practices, and the development of educational opportunities. At this point in time, women in India had also become aware of their rights and were lobbying Mr. Montague, who served as Secretary of State for India at the time, to grant them the right to vote. As a direct consequence of this, many Indian women take use of their right to vote in the country's elections for provincial and national legislatures. The Sarda Act of 1930, which was passed in order to alter the fabric of Indian society during the first part of the twentieth century, included a provision that sought to put an end to the immoral practice of marrying children.

There was no lack of raw resources in India; but, the control that was placed on the country by its British rulers and the commercial strategies that they implemented prevented the growth of Indian industry and commerce. The raw resources from India were sent to England, and in their place, completed items were brought in from other countries. As a direct consequence of the outbreak of the First World War, all imports were halted at this time. The government provided the companies with incentives to increase their production of military supplies. As a direct result of this, industrialisation began in India as well, and factories were built to produce a variety of goods including matches, sugar, iron, steel, textiles, and papers, amongst other things. By the time of the Second World War, there had been some advancements achieved in the field of industrial development. Along with the expansion of industries, people also began migrating to urban regions around the same time. As a result of improvements in economic conditions, people's perspectives also experienced changes.

In the second half of the nineteenth century, as a consequence of the social and economic shifts that took place during that time period, efforts were made to ensure that education was accessible to each and every person. During this time period, the English language was still used as the medium of teaching, and the structure of the education that was followed in the schools was practically identical to what was done in English schools. Even though the rural population did not have access to the same educational facilities as the urban population in the first half of the twentieth century, the rural population was nevertheless able to profit from the advantages brought about by the urbanization and industrialization that followed. During this time, there was an increase in the number of people receiving an education at all levels, including elementary, secondary, and higher levels, as well as in women's education, harijan education, vocational education, and adult education.

Impact of Socio-Economic Conditions on Education After 1947

On August 15, 1947, the nation won its freedom from British rule. Alterations were made to the social structure of the society as a result of the shift in the political system that was in place. On January 26, 1950, a new Constitution was approved, and with it came protections for every citizen's right to equality and social freedom. The narrowness of casteism and sectarianism gradually started to lose its grasp on the people, and the state began to assume responsibility for the social security of every person. The social and economic circumstances, as well as the accomplishment of the essential goals outlined in the Constitution, were the driving forces behind the inception of the Five Year Plans. As a direct result of this, an unheard-of shift started to take place in people's perspectives with relation to the existing social order.

In line with the Constitution that was ultimately chosen, a socialist economic policy was chosen to implement. In accordance with this strategy, the economic component of the Five-Year Plans was designed in such a way that it would raise the quality of life of every person to a level that would be considered desirable. It was also a goal to keep the economic development in accordance with the social development, and efforts were made to mold production, consumption, distribution, and other economic factors in such a way that they may help to develop economic parity between individuals in addition to the financial developments. This goal was concurrent with the goal of keeping the economic development in accordance with the social development.

Primary Education

The goal of making primary education both free and mandatory was to end the practice of illiteracy and provide every person the chance to develop the characteristics of a decent citizen. In later years, primary education evolved into what is today known as basic education, with the goal of ensuring that each and every student has the chance to study and gain the information necessary for a profession, as well as the ability to earn his livelihood and contribute to the economic growth of the nation.

Secondary Education

The Secondary Education Commission was established in 1952 with the aim of recommending strategies and procedures for adapting secondary education to the changing political, economic, and social climate of the nation. As a result of the suggestions made by this Commission, a number of schools with dual purposes were created, and the curriculum was broadened.

Higher Education

For the purpose of enhancing the state of the nation's economy, the Five Year Plans had placed a significant amount of emphasis on the growth of various types of businesses and industries. As a direct result of this, certain alterations were made to the educational programs offered at universities in order to produce highly qualified scientists and engineers. Alterations to the general education curriculum were also implemented concurrently with the purpose of fostering students' overall growth and development.

Technical Education

Since the nation's return to its previous status as an independent state, there has been a dramatic shift in the economic policies that are in place. The most significant contributor to this shift was the advent of industrialization. Because of the growing need for skilled laborers who are also proficient in their jobs, the curriculum was expanded to incorporate more technical and vocational topics.

Women Education

Following India's attainment of its freedom, a new social order was established in which women and men had equal rights. As a direct result of this, women gained access to school and a wide variety of additional facilities, in addition to co-education, were made available.

Rural Education

In India, rural communities are home to a significant portion of the country's population. During the time when the country folk were under foreign dominion, they were treated with contempt at all times. As a direct result of this, they were given the position in the new social structure that was rightfully theirs, and degree colleges, training centers, and other institutions of higher education were established in rural parts of India.

Health and Medical Education

Following the country's declaration of independence, a significant amount of progress has been seen in the area of healthcare, which, according to the Constitution of India, is the duty of the state. In there were 25 new medical schools established in There were 30 medical colleges in in Institutions that teach vocational, commercial, and technical topics, in addition to those that offer higher education in the disciplines of fine arts and handicrafts, were founded with the purpose of facilitating an all-around improvement in the state of the nation. individuals from lower social classes, such as Harijans, untouchables, the depressed, and individuals from backward classes, were given special financial aid, scholarships, and stipends by the government in order to raise them up to the same level as those from higher social classes. In addition, the states have made commendable efforts to educate those with disabilities, including the deaf and dumb. In this way, the Central Government is using all of the efforts that are within its power to attain the goal of bringing about social and economic equality.

Education And Cultural Change:

Every civilization has both the capacity to change and the tendency to resist change at the same time. New methods of thinking and new ideas may be sparked by the dynamic processes that are present in a culture. When they are warranted for the good of society as a whole, changes in norms and practices that promote progress are often widely received. As a consequence of the movement of people, goods, and ideas from one culture to another, society is subject to the phenomenon known as cultural shift. When older cultural standards are replaced by newer ones, there will be a decline in the amount of culture that exists. Because of this process, there is a possibility that the state of society may shift in some way. Education has the potential to eradicate the conditions that give rise to customs, superstitions, ignorance, and backwardness. It is possible for a trait to spread from one culture to another, but the cultural significance of the trait will not transfer. Two of the variables that contribute to the development of society are the loss of cultural practices and the development of new cultural practices. innovations of tools, scientific equipment, or transportation procedures, as well as the creation of new mathematical ideas, are examples of technological and ideological innovations, respectively.

It is possible for cultural imbalances and societal shocks to occur over a prolonged period of societal transformation. However, education may assist in preparing the community for these, as well as assisting the people in resisting the temptation of quick gratification in favor of long-term objectives for modernization, which can be achieved via education. Education's ability to bring about good social change may be defined as its influence on the nature, institutions, behavior, and social relationships of a society, group of people, etc., as

well as the structure of society as a whole. Dependent on one another: Education and the evolution of society are inextricably linked. Both are very necessary to ensure the continued development and growth of civilization. The processes of educating people and transforming the world also go in both directions. Education acts as both a means to and a requirement for the reform of society, which is necessary for the preservation and transfer of all of our cultural legacy.

Education is the first stage in the process of bringing about change in society. Education makes it easier to be ready for changes that need to be made in society. Education is the single most crucial aspect that has to be taken into consideration in order to bring about social change. Education is the most powerful factor for bringing about change in society. The necessary shift in society can only be accomplished via the provision of education for all individuals across all age ranges and educational levels. Education's role as a tool and education's role as a product are the two facets of the relationship between education and the process of social change. "An educational tool is used to bring about the desired social change, and in the latter scenario, educational structural changes follow as a result of the social changes that are already in place as a result of the changes that have already taken place."

Education As a Tool of Social Change:

Educational programs that are tailored to the needs of society may be beneficial to many different aspects of one's life. As a result, education has evolved into a social process that enables society to mold students to conform to the expectations and behaviors that are considered acceptable within that culture. The following are the roles that education plays as a vehicle for bringing about societal change:

Education helps to establish unchanging values, protects those values from the potentially damaging effects of societal shifts, and raises knowledge and acceptance of those values in such a manner that, in spite of societal changes, people in general continue to have faith in those values. Our society places a great value on ethical and spiritual principles and values. Education should help to safeguard, maintain, and further the advancement of these. Increasing the scope of one's expertise For the advantage of the person, education fosters the ability to expand one's horizons of knowledge. As a result, new avenues for inquiry and exploration are opened, allowing for positive cultural transformations to take place on the material and non-material levels. As a result, education helps provide the groundwork for social change to take hold.

- The Leadership Function Within the Context of Social Change People have the potential to assume leadership roles in social development if they have an education. People who have earned an education are in a better position to battle the problems of society, such as customs and blind traditions, and to lead the required social transformation. As a consequence of this, individuals are enabled to communicate their true selves to the greatest degree possible and contribute to the development of society as a whole.
- The analysis of changes in social conditions The testing procedure won't be finished until after the intended social changes have been applied, at which point undesirable social changes will have been weeded out and the desired social changes will have been distributed. The dissemination of knowledge hastens the process of societal evolution. Education's overarching goal is to rid society of its issues, blind standards, and outdated practices by implementing a wide range of social reform programs, political activities, social service schemes, and so-called "required social adjustments and reforms." People's minds may be intellectually prepared for societal change via the medium of education.

- It teaches individuals how to accept changes in society and adapt to such changes in a more timely manner. People are only prepared to embrace a new strategy or pattern if they believe it would benefit them and be desired to do so. This is a general rule of thumb. Education creates a positive and conducive environment, which is necessary for the social shifts that need to be embraced by all members of society. There are efforts undertaken to rid the mental eight of their reservations and complexes, which stand in the way of their metamorphosis.
- Education equips students with the information and abilities necessary to be successful in a diverse array of jobs, including those in modern industry, business, higher education, and other non-profit organizations. The purpose of education is to cultivate more morally responsible and open-minded citizens for the benefit of society.

Education's Role in Society:

Education has a huge influence on society, particularly in contemporary, sophisticated, industrialized civilizations. One of the most important purposes of going to school is to fully socialize one's self. Other institutions and religious organizations have come in to fill the void left by the inability of families to offer sufficient opportunities for socialization. Because it transmits ideals that people from all walks of life share, education is a strong engine for social integration because it brings people together. If children are not taught crucial social skills and values by their parents or other caregivers, the children may miss out on significant benefits. The natural abilities of a youngster have the potential to be developed further via formal schooling. Education enables a person to modify their previous behavior via the process of learning and participating in other educational institutions. Education's fundamental purpose is to foster the intellectual, emotional, psychological, and spiritual development of its students. Children have the opportunity to earn a livelihood if they have an appropriate education, which results in a high level of output after they have finished their schooling. When it comes to education, it should be individualized to fit the interests of each individual kid. The child's physical growth, intellectual development, moral development, social development, auditory development, and spiritual development are all helped by him. He is widely recognized in the neighborhood.

How Education Is Affecting by Poverty in India

India, which since its independence in 1947 has been an urban-centered and industrializing country, is presently the world's third-largest economy in terms of purchasing power parity. India has been in the spotlight for its remarkable economic expansion over the last quarter of a century, and this trend seems to be continuing into the 2017–2018 fiscal year, with a growth rate of 7.2 percent being projected. Although India has maintained a great deal of economic success, the nation's full potential is still being held back by a great number of failures and flaws. For instance, while there has been a marked decrease in the severity of poverty in India over the last several years, there is still a significant amount of potential for further development. According to the World Bank's definition of severe poverty, in 2016 there were 270 million people living in India who were surviving on a daily income of \$1.90 or less. Eighty percent of the people living in these circumstances called rural India their home. In rural India, the primary source of income for the populace is work that is unreliable and inconsistent. Even while it may seem like the economy has been booming for the last 25 years, the majority of the expansion has been concentrated in metropolitan regions. This is because this is where giant international firms like IBM and Microsoft establish their software development headquarters. The economic expansion does not seem to be able to eliminate the problems associated with severe poverty in the manner that a neoliberal

economist would indicate it should. This is because of the split that exists between urban and rural living. According to the findings of a research conducted in 2002, these situations in India are largely the result of educational poverty. Educational poverty is defined as the lack of access to primary education and literacy. While the bulk of the money from impoverished families is spent on basic essentials like as food and fuel, just 6% of that income is spent on education and health care.

A researcher from the Institute of Developing Economies, on the other hand, is of the opinion that "there may be a chance of escaping poverty through education." It would seem that the government of India agrees with this remark, since they have made the Sarva Shiksha Abhiyan (SSA) initiative a component of their flagship effort to encourage universal access to education. SSA was an initiative in India that was launched in 2002 with the goal of enrolling all children aged 6 to 14 in primary education by the year 2010. This goal was intended to be met by the initiative, which improved the infrastructure and amenities of schools while also increasing the number of students who had access to these improved facilities throughout the country. As a direct consequence of this, by the year 2009, 98 percent of children lived within one kilometer of an educational facility, and the number of children who were not enrolled in school fell to only 2.7 million. The number of people living in severe poverty in India has decreased from 53.86 percent in 1983 to 21.23 percent in 2011. As a result of this decline, the World Bank is convinced that education is an effective tool for reducing poverty.

The decreases in the rate of severe poverty that have occurred in India over the last 20 years are not entirely attributable to educational advancements; yet, the investments that have been made to promote basic education have had a substantial influence on the rate of poverty that exists in India. Despite the fact that India's literacy and education rates are still among the lowest in the world, the most recent accomplishments of the SSA have been much more successful than those that were accomplished in the past. This is because the program has been implemented in each and every district in India. Despite this, there is still further work that has to be done. A recent study found that over half of India's government-run schools do not have any instructional activities and have poor rates of student development. It is imperative that the country prioritize educational opportunities of the highest caliber in order to successfully eliminate severe poverty.

Economic

The pervasiveness of the issues of poverty may be traced back to a variety of economic factors, some of which are detailed below:

Poor Agricultural Infrastructure: Agriculture is the primary sector that supports the Indian economy. But antiquated agricultural methods, a lack of adequate irrigation infrastructure, and even a lack of formal expertise of crop management have had a severely negative impact on the sector's overall level of output. As a result, there is redundancy and sometimes entire absence of work, which leads to lower pay that are inadequate for covering the daily necessities of a laborer's family, plunging them into poverty. As a consequence, there is redundancy and sometimes complete lack of employment.

Unequal distribution of assets: Because of the fast shifts in the way the economy is headed, the earning structure is evolving differently across the various economic income levels. The rate of wage growth is highest for those in the upper and medium income brackets, followed by those in the middle and lower income brackets. likewise, assets such as land, livestock, and real estate are divided unequally among the population, with select individuals possessing majority shares in comparison to other sections of the society. The profits that these

people make from these assets are likewise unequally dispersed throughout the population. It is believed that just 20% of the people in India controls 80% of the country's wealth, which is a staggering statistic.

Unemployment: The growing rate of unemployment is yet another significant economic element that contributes to the problem of poverty in the nation. There is a significant prevalence of unemployment in India, and according to statistics from a poll conducted in 2015, at the level of the whole country, 77% of households do not have a consistent source of income.

Inflation and Price hike: the expression It is possible to define inflation as a rise in the cost of goods that occurs concurrently with a decline in the buying power of money. The consumer price index (CPI) for goods and services such as food, clothes, and real estate all goes up as a direct result of inflation. The salaries and earnings do not increase as much as they should in order to keep up with the increasing costs of goods, which ultimately results in an effective fall in the per capita income.

Faulty economic liberalization: The LPG (Liberalization-Privatization-Globalization) efforts that were started in 1991 by the Indian government were aimed at making the economy more suitable to world market-trends in order to attract foreign investments. Although the economic changes were successful in restoring the economy to some degree, they had unintended consequences that increased the likelihood of unequal distribution of wealth. The wealthy became even wealthier, while the impoverished did not improve their situation.

Social

The following is a list of the different socioeconomic problems that are hurting the nation and contributing to poverty:

Education and illiteracy: Education, or more accurately the lack of it, and poverty come together to produce a vicious cycle that afflicts the country. The impoverished see their children's education as a luxury since they do not have the means to provide for their nutritional needs. They would rather their children begin contributing to the family's revenue rather than draining it. On the other side, illiteracy and a lack of knowledge make it difficult for people to get positions that pay higher, so they are forced to settle for occupations that pay the minimum wage. It becomes more difficult to make improvements to people's quality of life, and the cycle begins all over again.

Outdated Social Customs: Traditions within society, such as the caste system, are to blame for the separation and marginalization of some groups within society. Certain castes are still not allowed to contact higher caste members and are thus not hired by those castes. As a result, the only employment available to them are highly specialised and pay very little. A very clear explanation of the issue was provided by an economist by the name of K. V. Verghese. He said, "Caste system acted as a spring board for class exploitation with the result that the counterpart of the poverty of the many is the opulence of the few." The result of the second is what leads to the first.

Lack of skilled labour: The massive labor force that is available in India is generally untrained as a result of inadequate vocational training, which renders it unsuitable for providing the greatest possible contribution to economic value. Lack of knowledge, particularly lack of advanced education, is another element that contributes to this problem.

Gender inequality: About half of the country's population is unable to find gainful employment due to the low status that is associated with women, the deeply ingrained social marginalization, and the long-embedded beliefs of domesticity. As a consequence of this, the women of the family increase the number of dependents who need to be fed, but they are unable to make a significant contribution to the family income, which would otherwise help alleviate the family's precarious financial condition.

Corruption: In spite of significant efforts made by the government in the form of different programs to alleviate the effects of poverty, it is said that only 30–35 percent of the funds really make it to the people who are supposed to benefit from them owing to the widespread prevalence of corrupt activities in the nation. Individuals who are already wealthy and have ties to privileged individuals may easily obtain additional riches by paying government officials to maximize their profits from schemes like this, whilst others who are poor and do not have such connections are left in a condition of neglect since they are unable to exert such connections.

CONCLUSION

Education and continued professional development play a significant part in the broader concept of human capital. The Right to Education Act (RTE Act) serves as a foundation for education in India. In spite of this, the historical analysis of India's educational system is based on the many education programs that have been devised ever since the country gained its freedom. The outcomes of these initiatives may be characterized as being of a mixed nature. There is a significant amount of space for advancement still. According to Economic Survey 2016-17, children's cognitive abilities might be negatively impacted by factors such as poor health, malnutrition, and other similar issues. This will, in turn, have a negative impact on their opportunities to further their education in the future. This results in illiteracy being passed down from generation to generation, along with bad health, and eventually, poverty.

REFERENCES

1. A Govt. Report, Report of the Indian Education Commission 1964- 66.
2. A Govt. Report, "Assam Beyond 2000".
3. Aggarwal J. C., Theory and Principle of Education.
4. Aggarwal J. C., Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd.
5. B. N. Dash, Principles of Education and Education in the Emerging Indian Society. B. C. Rai, History of Indian Education.
6. B. C. Rai, Problems and History of Indian Education.
7. Bhatia and Bhatia, The Philosophical and Sociological Foundation of Education.
8. Dr. R. S. Pandey, Education in Emerging Indian Society.
9. J. Mahanty, Education Today and Tomorrow.

10. K. K. Mukherjee, New Education and its Aspects.
11. Kochhar,S.K., Pivotal Issues in Indian Education, Starling Publishers.
12. M. Mohanty, Emerging Issues of Indian Education.
13. P.L., Rawat, History of Indian Education.
14. Mukharjee, S.N., Education in India: Today and Tomorrow.
15. Sanjay K. Swain, Trends and Issues in Indian Education.