

CONTOURS OF A GOOD EDUCATIONAL SYSTEM: LESSONS FROM THE GOOD PRACTICES IN INDIA

Received:

05 – 10 – 2017

Accepted:

10 – 12 – 2017

<http://jshe.ued.udn.vn/>

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Abstract: For any educational policy to be successful it is necessary that it evolves in relation to its own objective context and is able to address social, cultural, economic, political and psychological requirements in the given situation. Therefore, any such policy developed in abstraction or in a different social setting cannot meet the specificities of its subjective requirements. It is so as no two social situations can be identical. However, while recognising differences, there is always scope to learn from each other's experiences and best practices. It is with this perspective that the theme of this presentation is dealt with. In spite of variations of size and socio political orientations between India and Vietnam there is scope for benefiting from each other's experiences in the realm of educational objectives, motivation and trainings. The objective of the Indian educational policy in recent years has been universal access to primary education. The Government has provided for right to education as mechanism of facilitating the universal access to education. This has to have relevance to all developing societies including Vietnam. For empowering a people ensured universal education will have tremendous relevance for human development in any society. The deficiencies if any at this level have to be met by special measures by Governments. Education from the age of 5/6 to the age of 11/12 and then to 14 has to be universally ensured and facilitated if a society has to be uplifted and empowered socially, educationally, and economically.

The education at this level should be universal, non-repressive provided through play way method and in a friendly enabling atmosphere. This level education has to aim at multidimensional development of a child in cultural, psychological and social terms. This kind of education will help societies to develop a necessary edifice for prosperous, healthy, socially and politically empowered community. The teachers at this level are to be specially trained and motivated by adding to their social stature, and paying them better salary for their retention at this level of education setup. The secondary level of education focuses on skill development training and basic sciences among the students with some focus on initial level specialisation. This level of education covers the age group from 14 to 18. The much of the workforce that a healthy prosperous economy requires should be prepared at this level. This follows somewhat more specialised training and education for a third phase to further grounding the student in their respective areas of specialisation for all the superior services, teachers at various levels that can go for up to three to four years.

In terms of their nature and objective there is a vital difference between lower and higher levels of education. In addition to bringing cultural refinement, social empowerment within a person, one of the main objectives of education up to the middle level globally is to impart knowledge and skill to prepare candidates for specialised services and assignments that are needed within a society, particularly in relation to skill based economic activities. That is why world-over up to middle (bachelors or equivalent) level of education in the relevant field is sufficient requirement for most of the middle and high ranked jobs. For example eligibility for highest administrative services in India is simple graduation. Higher education, particularly at the level of the universities, is not just to impart knowledge meant merely for preparing people for jobs but to prepare them for generating new knowledge by using their services for specialized academics and research assignments in sciences, medicine, engineering, social sciences and other academic disciplines.

Key words: educational system; practices in India; education; policy; Vietnam.

For any educational policy to be successful it is necessary that it evolves in relation to its own objective context and is able to address social, cultural, economic, political and psychological requirements in the given situation. Therefore, any such policy developed in abstraction or in a different social setting cannot meet the specificities of its subjective requirements in its totality. It is so as no two social situations can be identical. However, while recognising the differences, there is always scope to learn from each other's experiences and best practices. It is with this perspective that the theme of this presentation is dealt with.

So in spite of variations of size and socio political orientations between India and Vietnam there is scope for benefiting from each other's experiences in the realm of educational policy and its operational dimensions. [1] However, for a meaningful understanding of the educational system in India we need to recognise that in view of the plural nature of its society and federal structure of its polity there is no one educational practice and policy in the country. Presently in India, education falls within the concurrent list of the constitution that gives both the union and state governments' jurisdiction to formulate and operate education policy/policies. [2] Therefore, there is a good degree of variety in the working of its educational system at school levels in terms of the curriculum, medium of instructions, delivery practices etc. In this Vietnam is differently placed. In relation to India, it is a smaller country by and large with more homogeneous population and a Unitarian polity. Therefore, it is much easier for such a country to plan, develop, operate and enforce broadly one common educational policy with mother tongue being as medium of instructions without bringing in any significant diversity.

We also need to note at the outset that India is a broadly liberal democratic and a free market oriented country. Education is not only under the jurisdiction of its governments at the level of the union and federating units known as state governments. But there is also

private and government schools there is a lot of variation in terms of the infrastructure and quality of education provided to the students. This has also created a huge disparity between schools that are better maintained and equipped to provide good quality of education within an enabling atmosphere and the ones that lack basic infrastructure, operate within an inhibitive atmosphere and are ill equipped in terms of basic facilities to provide a reasonably good quality of education. Some of the best schools in India are within the private sector. [3] The access to these schools is very limited in terms of affordability. These schools cater to the rich and elite in the society. In between there are some schools in the private sector that cater to middle classes with varying degree available infrastructure and atmosphere. The poor, underprivileged and peripherally placed students are generally educated in poorly maintained and loosely administered Government schools. The schools are usually better equipped in terms of more qualified staff and they cater to the socially and educationally weakest in the society. Some of these also do quite well. But mostly because of the weak supervision, lack of accountability and motivation government school performance has been generally less than desirable. This disparity and variation of the educational opportunity in terms of schooling has created disparity in the educational access to variously placed different sections of the society. This state of affairs is not desirable in terms of egalitarian goals of giving a fair and equitable access to all children from elementary/ primary level to the secondary level education in schools. [4] In this Vietnam because of its broadly socialist egalitarian commitment I assume educational access ought to be more equitable. For it operating a broadly uniform education policy while ensuring fair access to all is more feasible. But in spite of these disadvantages in the Indian educational scenario through its selective bright spots, policy interventions and better practices have been able to create some best results that are able to make mark globally.

With this initial caution, we now proceed to discussing the measures that the government of India at the national level has been taking from time to time in order to ensure improvement in the delivery of the better quality education. Foremost goal of any education

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strong private sector in the education. Both within

policy has to be (as in terms of United Nations millennium development goals) universalisation of the good quality school level education at least up to the age of 14. Indian constitution on its adoption in 1950 committed itself to providing free universal access to primary level education to all up to the age of 14. [5] However in spite of this policy commitment India falls short of that in a number of ways. It still has a large illiterate population. Its educational infrastructure falls short of providing good quality education to all. There are factors that would lead to early dropouts from the school. In these dropouts girls compared to boys constitute a bigger proportion. The objective of the Indian educational policy in recent years has been to ensure universal access to primary education.[6] The Government in 2009 provided for right to education as mechanism of facilitating the universal compulsory education from the age of six to 14. This has to have relevance to all developing societies that are yet to achieve this goal. For empowering a people ensured universal education will have tremendous relevance for human development in any society. The deficiencies if any at this level have to be met by special measures by the respective Governments. Education from the age of five/six to the age of 14 and more has to be universally ensured and facilitated if a society has to be uplifted and empowered socially, educationally, and economically.

For achieving this goal the government of India initiated a new policy drive since 2000-2001 called Sarva Shiksha Abhiyan (SSA/Education for all movement). SSA has been operational to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions inter alia include, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in-service training and academic resource support, free textbooks & uniforms and support for improving learning achievement levels / outcomes of the students. With the passage of the Right to Education (RTE) Act in 2009, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach

to elementary education, guided by the following principles:

a. Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

b. Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society - children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. - can avail of the opportunity.

c. Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories - the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

d. Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/ 92; i.e. a decisive intervention to bring about a basic change in the status of women.

e. Centrality of teachers, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.

f. Moral compulsion is imposed through the RTE Act [7] on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.

g. Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

So the education at this level must aim to be universal, non-repressive provided through play way method and in a friendly enabling atmosphere. A healthy ambience within the schools is more significant for the overall development of students than some times what is taught in the classes. School administrations' approach to discipline and decorum needs to be

creatively motivating and non coercive. The education at all levels must cultivate culture of empathy, generate an atmosphere conducive for creativity and innovation and encourage a higher degree of human and social commitment. To sum it up, we need to realise that the school level education should not be merely focus on the teaching only. Its aim has to be multidimensional that includes the development of the child/student aiming at

1. Mental, Emotional and Physical development of the student
2. It should cater nutritional needs of the students.
3. It should help in improving his/ her communication skills.
4. It should help in overall development of the child.

All this should happen in a stress free atmosphere, in a participatory and play way method for which teachers have to be specially trained. They need to be specially motivated and incentivised. For ensuring good quality teachers in the education, following measures are necessary.

1. Appointment on the basis of aptitude for teaching.
2. Recruitment restricted to candidates who have undergone necessary training for teaching.
3. Teaching need to be incentivised by ensuring better pay, promoting social respectability for the profession as the practice with many developed countries.
4. Teachers are given role policy making and its administration.
5. Regular on job training to update/reinforce the skills, motivation of the in-service teachers.

In this direction India has a number of arrangements.

Training Teachers

Generally in India for appointment as teachers, prospective candidates in addition to having academic degrees are required to have qualified a special professional training/degree in Education. Its focuses are on training in teaching methodology, understanding child behaviour, and addressing special needs of various subjects. However, the task of ensuring quality training for a huge number of teachers needed is not an easy task. Therefore, the key challenges that need to be

addressed relate both to a shortage of teachers and their quality training. For instance, as on March 2016, 5 lakh (half a million) sanctioned teaching posts are vacant country-wide. As a result, several schools have pupil-to-teacher ratio of 80:1 and single-teacher schools account for 8 per cent of elementary schools in the country.

There is a great need for professional standards and regulation of pre-service teacher training institutes, 90% of which are in the private sector and are largely sub-standard unregulated and mostly commercially motivated. Even the state-run institutes suffer from multiple deficiencies and most of them are far from being effective. Thus, developing institutional mechanisms for periodic monitoring of teacher training institutes and strict adherence to quality parameters is vital. Additionally, clear selection criteria for testing aptitude needs to be in place before accepting students into teacher training colleges. This is a difficult task to accomplish because of a number of factors.[8]

It is important that the teachers need to be viewed as professionals who require multiple skills to do their job, and accordingly professional standards need to be built into all teacher education programmes. These programmes must focus both on building an essential knowledge base, as well as skill sets required for making a difference in the classroom. Importantly, they must locate the professional development of teachers within the larger socio-cultural, economic and political context of contemporary India. Once in job there are arrangements for refresher courses that aim at keeping teachers refreshed in teaching orientation and methodology. There is a national organization that plays a key role in developing policies and programmes, The National Council for Educational Research and Training (NCERT) was established in 1961 and it prepares a National Curriculum Framework.[9] Each state has its counterpart called the State Council for Educational Research and Training (SCERT). These are the bodies that essentially propose educational strategies, curricula, pedagogical schemes and evaluation methodologies to the states' departments of education. The SCERTs generally follow guidelines established by the NCERT. But the states have considerable freedom in implementing the education system.

NCERT acts a national level nodal agency working for the following objectives:

i) To promote and conduct educational research, experimentation of innovative ideas and practice.

ii) To develop National Curriculum Framework (NCF 2005), syllabi, and textbooks; teaching-learning materials and kits; training models and strategies; audio, video, and ICT materials.

iii) Training of Pre-service and in-service teacher education and national and state level functionaries.

iv) To collaborate with State, national and international organizations.

Actions

NCERT has a comprehensive extension programme in which departments of the National Institute of Education, Regional Institute of Education, Central Institute of Vocational Education and field advisers' offices in the states are engaged in activities. Several programmes are organised in rural and backward areas to reach out to functionaries in these areas.

The council has been offering training facilities, usually through attachment programmes and participation in workshops, to education workers of other countries. The council publishes textbooks for school subjects from Classes I to XII. NCERT publishes books & provides sample question papers that are used in government and private schools across India that follow the CBSE curriculum [10]. An online system named e-pathshala has been developed for disseminating educational e-resources including textbooks, audio, video, periodicals and a variety of other print and non-print materials, ensuring their free access through mobile phones and tablets (as e-pub) and from the web through laptops and desktops (as flipbooks).

Primary and Middle (lower primary (Standards I to V) and upper primary (Standards VI to VIII)) education is compulsory and free in India in government run schools. Schooling is offered at state-run and private schools. Primary education begins at age 6 with Middle/Upper Primary school education ending at age 14. The regional language is the medium of instruction for most primary schools and English as a second language generally begins by grade three. However, there are private schools catering of the elite that are

mainly English medium. India has adopted a three language formula to cater to the multiple language requirements. There is mother tongue, national language and English as a link both for local and international requirements.

Secondary Education

Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two-year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively. General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade.

Based upon performance in the first two years of secondary school, and upon the SSC results, students may enter Senior/Upper Secondary School. Upper Secondary School offers the students a chance to select a 'stream' or concentration of study, offering science, commerce, and arts/humanities. Education is administered both in schools or two-year junior colleges which are often affiliated with degree granting universities or colleges. Curriculum for the Higher Secondary Certificate Examination is determined by the boards of secondary education of which there are 31. Although the HSCE is the most common Standard XII examination, the All India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate and the Pre-University Certificate are also offered.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in

vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Rashtriya Madhyamik Siksha Abhiyan.

Vocational Education

Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that specialize in just one or only a few courses. Unlike in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

Tertiary Education

India's higher education system is highly centralized and undergoing large changes since its inception in 1947. Largely based upon the British system of education, educational policy is ever-developing. University education is overseen by the University Grants Commission (UGC), which is responsible for the development of higher education, allocating funds, and recognition of institutions in India. The All-India Council of Technical Education (AICTE) was also established to oversee quality control of technical education and regulate establishment of new private professional colleges. All recognized universities are members of the Association of Indian Universities (AIU), which is integral to the dissemination of information and serves as an advisor to the government, UGC, and the institutions themselves. There are various types of tertiary institutions in India, namely Universities (Central, State, Open), Universities of National Importance, and Deemed universities. Instruction of the majority of students, almost 80%, is completed at affiliated colleges with the curriculum, examinations, and final degree being designed and granted by the university. Constituent and Autonomous colleges also exist; though less common, they do enjoy

greater autonomy in regards to curriculum development and assessment.[11]

Thus let us conclude that the school level education has to aim at multidimensional development of a child in cultural, psychological and social terms. This kind of education will help societies to develop a necessary edifice for prosperous, healthy, socially and politically empowered community. The teachers at this level are to be specially trained and motivated by adding to their social stature, and paying them better salary for their retention at this level of education setup.

Education should not be focused on pure literacy, transmission of information and only teaching in the class. It has to be far more than that. It must aim at multi-dimensional development of a child. It needs to involve the classroom atmosphere, the teacher and the student creatively. Teacher-student relationship has to be healthy, friendly and cooperative. Education should be interactive and participative. It should not be a monologue. Inquisitiveness and questioning is fundamental to any meaningful learning and worthwhile understanding of whatever phenomenon one deals with. Modern gadgets should be utilized to the optimum to make learning effective, interesting and easy. We need to be constantly innovative in evolving an ever more appropriate and optimally useful methodology of teaching and learning. Much of learning should take place by empirically observing phenomenon happening around. Modern technology has facilitated this process in a very big way. Today whole globe has become our environment with which every one of us is in constant interface individually and collectively. Much of the learning should take place by watching interactive and informative documentaries on important subjects of historical, scientific, and social importance that interest and fascinate a child and activate his/her curiosity in creative learning.

In terms of their nature and objective there is a vital difference between lower and higher levels of education. In addition to bringing cultural refinement, social empowerment within a person, one of the main objectives of education up to the middle level globally is to impart knowledge and skill to prepare candidates for specialised services and assignments that are needed within a society, particularly in relation to skill based

economic activities. That is why world-over up to middle (bachelors or equivalent) level of education in the relevant field is sufficient requirement for most of the middle and high ranked jobs. For example eligibility for highest administrative services in India is simple graduation. Higher education, particularly at the level of the universities, is not just to impart knowledge meant merely for preparing people for jobs but to prepare them for generating new knowledge by using their services for specialized academics and research assignments in sciences, medicine, engineering, social sciences and other academic disciplines.

Notes & References

- [1] In terms of size of population, India is almost fourteen times bigger than Vietnam. In terms of social plurality and diversity, it is much more than that so, India is comprised of 29 Political units/states. In India the school education comes under state subject. Therefore, in India every State has a separate system of education.
- [2] India is divided into 29 states and 7 so-called "Union Territories". The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject - that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India (GoI) was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in 1976 so that education now comes in the so - called concurrent list. That is, school education policies and programmes are suggested at the national level by the GoI though the state governments have a lot of freedom in implementing programmes. Policies are announced at the national level periodically. The Central Advisory Board of Education (CABE), set up in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programmes.
- [3] Like, Doon Public School and some International Schools operating in India.
- [4] The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two.
- Students have to learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school. There is some amount of specialization possible at the higher secondary level. Students throughout the country have to learn three languages (namely, English, Hindi and their mother tongue) except in regions where Hindi is the mother tongue and in some streams as discussed below.
- [5] The Directive Principles of State Policy envisage that the state shall endeavour to provide free and compulsory education for children up to 14 years of age within a period of 10 years
- [6] Primary and Middle (lower primary (Standards I to V) and upper primary (Standards VI to VIII)) education is compulsory and free in India. Primary education begins at age 6 with Middle/Upper Primary school education ending at age 14. Schooling is offered at state-run and private schools, however, private schools often have poorer facilities and infrastructure than government schools. The regional language is the medium of instruction for most primary schools and English as a second language generally begins by grade 3.
- [7] The Right of Children to Free and Compulsory Education Act' or 'Right to Education Act also known as RTE', is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the ...
- [8] Like huge unemployment, weak monitoring structure and overwhelming presence of private sector in teacher education process.
- [9] The National Council of Educational Research and Training (NCERT) is an autonomous organisation of the Government of India that was established on 1 September 1961 as a literary, scientific and charitable Society under the Societies' Registration Act (Act XXI of 1860). Its headquarters are located at Sri Aurbindo Marg in New Delhi. ^[1] Dr Hrushikesh Senapathy has been the director of the council since September 2015.
- [10] Such centralised arrangement for text book writing has its own flaws and critics and controversies.
- [11] Admission to undergraduate courses generally requires completion of the Standard XII years of schooling and admittance to university depends almost exclusively upon performance on the examination. Bachelor's degrees in the fields of arts, science, social studies, and commerce are almost exclusively three- year programs. Diploma programs exist and range from 2-3 years in length and are provided at polytechnics, usually in a specialized

engineering or technological field, and culminating in an Advanced or Post Diploma. Professional Bachelor's degrees, in the fields of Medicine, Architecture, Law, etc., vary from 4 - 5.5 years depending upon the discipline.

Admission to graduate (Master, Post Graduate Diplomas, MBA, etc.) programs is dependent upon completion of a bachelor's degree (3 or 4 years, depending upon the subject) with a Second Class pass or higher. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a minimum of two or three years and consist

of research and a thesis or dissertation.

In spite of these and other significant initiative due to a shortage of resources and lack of political will, the educational system in India suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. There have been several efforts to enhance quality made by the government. The District Education Revitalisation Programme (DERP) was launched in 1994 with an aim to universalise primary education in India by reforming and vitalising the existing primary education system. Kerala became the 1st Indian state to achieve 100% primary education through its literacy programme Athulyam.

MỘT VÀI ĐẶC ĐIỂM CỦA MỘT HỆ THỐNG GIÁO DỤC TỐT: BÀI HỌC TỪ THỰC TIỄN Ở ẤN ĐỘ

Tóm tắt: Để cho một chính sách giáo dục có kết quả, thì nó cần phải được đặt ở trong mối quan hệ với ngữ cảnh khách quan của nó và có thể đáp ứng yêu cầu xã hội, văn hoá, kinh tế, chính trị và tâm lý trong hoàn cảnh nhất định. Vì vậy, bất kỳ chính sách nào như vậy mà được xây dựng trong ngữ cảnh trừu tượng hoặc trong một môi trường xã hội khác biệt thì không thể đáp ứng các đặc trưng yêu cầu chủ quan của nó. Nó là như thế bởi vì không có hai tình huống xã hội có thể giống hệt nhau. Tuy nhiên, trong khi thừa nhận sự khác biệt, vẫn có thể học hỏi từ kinh nghiệm và thực tiễn tốt nhất của nhau. Chủ đề của bài báo sẽ được thảo luận từ quan điểm này. Mặc dù có sự khác nhau về quy mô và các định hướng chính trị xã hội giữa Ấn Độ và Việt Nam nhưng vẫn có cơ hội để cả hai quốc gia được hưởng lợi từ những kinh nghiệm của nhau về phương diện mục tiêu, động lực thúc đẩy giáo dục và các loại hình đào tạo. Mục tiêu chính sách giáo dục của Ấn Độ trong những năm gần đây là phổ cập giáo dục tiểu học. Chính phủ đã quy định quyền được giáo dục là cơ chế hỗ trợ phổ cập giáo dục. Điều này có liên quan đến tất cả các xã hội đang phát triển bao gồm Việt Nam. Để nâng cao vị thế cho người dân, phổ cập giáo dục sẽ có ý nghĩa to lớn đối với sự phát triển của con người trong bất kỳ xã hội nào. Những thiếu sót nếu có ở cấp bậc này phải được các chính phủ khắc phục bằng các biện pháp đặc biệt. Giáo dục từ độ tuổi 5/6 đến 11/12 và sau đó đến 14 tuổi phải được đảm bảo và tạo điều kiện nếu một xã hội cần được nâng cao và trao quyền về mặt xã hội, giáo dục và kinh tế.

Giáo dục ở cấp độ này phải là phổ cập, không hà khắc được thực hiện thông qua phương pháp chơi và trong một bầu không khí thân thiện. Giáo dục ở cấp bậc này phải nhằm mục đích phát triển đa chiều cho một đứa trẻ về mặt văn hoá, tâm lý và xã hội. Loại hình giáo dục này sẽ giúp các xã hội hình thành một ngôi nhà cần thiết cho cộng đồng thịnh vượng, lành mạnh, được trao quyền xã hội và chính trị. Các giáo viên ở cấp bậc này phải được đào tạo và động viên đặc biệt bằng cách nâng cao vị thế xã hội của họ và trả lương cao hơn để họ theo giữ bậc giáo dục này. Bậc giáo dục trung học tập trung vào đào tạo phát triển kỹ năng và khoa học cơ bản cho học sinh và tập trung một ít vào chuyên môn ban đầu. Bậc giáo dục này bao gồm nhóm tuổi từ 14 đến 18. Phần lớn lực lượng lao động mà nền kinh tế thịnh vượng lành mạnh cần thì phải được học ở bậc này. Tiếp theo cấp bậc này là việc đào tạo và giáo dục chuyên biệt hơn cho giai đoạn thứ ba để tiếp nối nền tảng cho sinh viên trong các lĩnh vực chuyên môn tương ứng cho tất cả các dịch vụ cao hơn, mà giáo viên ở các cấp bậc khác nhau phải trải qua ba đến bốn năm.

Về mặt bản chất và mục tiêu, có sự khác biệt quan trọng giữa giáo dục ở bậc thấp và bậc cao hơn. Ngoài việc mang lại sự tinh tế về văn hoá, quyền xã hội trong một con người, một trong những mục tiêu chính của giáo dục đến bậc trung trên toàn cầu là truyền đạt kiến thức và kỹ năng để chuẩn bị cho ứng cử viên đáp ứng các dịch vụ và các công việc chuyên môn cần thiết trong một xã hội, đặc biệt là trong mối quan hệ với các hoạt động kinh tế dựa vào kỹ năng. Đó là lý do tại sao bậc trung (cử nhân hoặc tương đương) trong lĩnh vực liên quan là yêu cầu cấp thiết cho hầu hết các công việc ở vị trí trung và cao. Ví dụ như điều kiện đủ để làm công tác hành chính cao nhất ở Ấn Độ là tốt nghiệp đại học. Giáo dục đại học, đặc biệt ở cấp độ của các trường đại học, truyền đạt kiến thức không chỉ đơn thuần là để chuẩn bị cho công việc mà còn chuẩn bị cho người học tạo ra những kiến thức mới bằng đào tạo phục vụ chuyên môn học thuật và nghiên cứu khoa học, y học, kỹ thuật, khoa học xã hội và các chuyên ngành khác.

Từ khóa: hệ thống giáo dục; thực tiễn ở Ấn Độ; giáo dục; chính sách; Việt Nam.