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Lopsided development of education system and job market in India

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Abstract

A very high proportion of students is enrolled in general education indicates the one problem of lopsided distribution of students between the general and vocational education. This trend has been started since colonial period. The many folds of applications in comparison to vacancies for government job indicate that the charm to get government job among the youth is very high. The level of competition for getting government job is ever increasing. The syllabus for most of the government recruitment examinations seems to favour the general education. The attraction to government job has promoted the coaching culture. Here, the distribution of students in various streams of education system has been discussed with reference to job market especially the government job. Thus, now we can conclude that a strong and acute need is being felt to increase the share of enrolment in the other streams than the general education, viz. vocational education, technical education, and professional education with good quality.

Keywords: General education, vocational education, enrolment, job market, government job, colonial mentality

Introduction

Since the inception of modern education in India, the education system has been developed very lopsidedly towards the general education rather than the vocational, professional and technical education. However, in the past in various education policies there were many efforts had been executed to promote the vocational education. And because of these efforts there were some positive developments had been seen. But still we find that whole education system is dominated by general education. Graduates from our education system do not possess the quality, practical training and skill that is in accordance with the requirement of economic activities and job market.

By increasing vocational education and training at a large level, the intensity of the demand for government jobs can be reduced significantly. Such a significant step will bring down the level of unemployment. The unproductive expenditure on coaching by the students and their parents can be saved, and the productive activities can be increased by encouraging the youth towards self-employment. Since 1990s, the trend in the enrolment distribution is quite positive that the share of technical and professional education has been increasing at very higher rate, but the quality of education could not pace with the quantitative expansion. In the recent years, we have seen many engineering and management institutions are closing themselves and sending the applications to the AICTE for the same. The engineering and management graduates possess the degrees with very high score but not employable. They have good theoretical knowledge but lack of practical training, experience and skill which is required by the industry and the job market. We can find the similar condition in many other vocational, professional and technical education. Therefore, a strong need is being felt to take care these practical aspects of vocational, professional and technical education; mere increasing the enrolment in these streams will not solve the problem.

Objectives of education

The objective of education is to make a citizen who believes in democratic values such as equity, justice, and nonviolence. India is a democratic republic, all citizens have the right to participate in all aspects of democratic life, so the education system should also be democratic which can inculcate democratic values in the child. At the same time education should also prepare a child to earn her livelihood in her future life, to contribute in the productive activities and to participate in the development of the nation. These are the social objectives that society wants from an education system.

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Besides all these objectives in the parents' view, the most important purpose of education is to prepare a child for a job so that he can earn a livelihood in his future life.

The traditional objective of education is to prepare a well civilised and cultured citizen for the coming generation. In addition to this, personality development through liberal and broad thinking and, inculcation of acculturation is also considered the objectives of education but, one important and essential objective along with these above-mentioned objectives is to prepare a child to be able for a job, so that he can earn respectable livelihood for her future life. In the current education system, other objectives seem to be achieved to some extent, but the most essential one i.e., to earn a livelihood is partially achieved. Unemployment in our country is not due to the only lack of employment opportunities, but to some extent because of lack of a suitably skilled labour force also.

Government jobs also create employment opportunities, but it is extremely limited to fulfil the demand of huge army of unemployed labour force in the country. Out of total employment in organized sector (both public and private) constitute only 7 percent and 93% is constituted in unorganized or self-employed (Economic Survey, 2018). Therefore, the mentality of dependency on the government sector for job to deal with the problem of unemployment is not suitable.

Graduates from few best institutes of general and technical education are getting jobs easily, but the number of such institutions and the number of seats therein are extremely less than those of demand. Central universities, institutes of national importance such as IITs, IIMs, IISc, NITs, and some other prestigious institutions come under this category where the quality of education and skill is to some extent at par with the demand of job market. However, the number of these institutes in the total education system is nearly negligible. In some sectors such as allopathic medical graduates the supply is much less than the demand, so these graduates get jobs easily. These are few exceptions in the whole education system. Whatever may be the ideal objective of education policies, the most practical and important objective for the mentality of the common is to get a job in government, in the organised private sector or in the corporate sector. Ultimately, this objective (to get a job in organised sector) determines the condition, direction and distribution of enrolment in the various streams of the education system.

India's population is 1.3 billion while the organised sector provides only 9% of total employment (Economic Survey, 2018) out of that the number of central government employees in 2021 was only approximately 33 lakhs (India.com). If all graduates try to get employment in this sector, the possibility of success will be extremely limited. Only a few aspirants can get success and the rest of them have to work as self-employed or in the unorganised sector at low wages or remain unemployed. As the number of unemployed graduates is enormously higher than the demand, as a result their bargaining power become less and they have to work at a very low wages, and sometimes even at less than the state declared minimum wage rates.

Effects of colonial mentality on education system

During the freedom struggle, many efforts related to educational reforms by our freedom fighters were targeted to free education from colonial influence. In 1882, during

the visit of the Hunter Commission, a memorandum about the inclusion of industrial and agriculture skills in the education curriculum was given by Jyoti Rao Phoole. The intention behind this memorandum was to free the education system from colonial impacts and to make the students more socially productive and self-reliant. In 1937, Gandhi ji in Wardha Educational Conference also suggested some measures to free the education system from colonial impact and to make it a true Indian education system. After independence, many committees and commissions had recommended the measures in the same line. The various education policies after independence suggested many directions from time to time in the same line, but these could not be implemented well because many of the politicians and bureaucrats were not free from the colonial mind-set. Even today the *elite* class of the society is suffering from colonial mentality, and they assume that whatever belongs to western tradition is better. Generally, the most part of the society follows the same. In fact, still today, our education system could not be free from colonial mind-set due to the lack of political will and sufficient efforts by the government.

Indeed, during the colonial period, modern education was started to fulfil the interest of the colonial government rather than the interest of the native. In fact, at that time, there was a lack of English-speaking local youth and it was costly to hire English-speaking youths for each and every minor or major government job from England, so there was a need for the local workers, who know English and work for the colonial government. For government work at the lower level, these local people (natives who know English) could be employed at lower wages. Hence, the then government started modern education in India. It was not for the welfare of the indigenous people. For example, if someone (officer in colonial time) wanted to hire a servant, at least a literate one, who could perform the jobs like sending post to the post office, sending a registered letter, purchasing stamps, giving receipts for letters, reading the written messages, purchasing the items according to the list, etc. then he would require an English literate local youth. When it was difficult to hire such a literate servant in the labour market, then the master became ready to spend some time and money to make him literate. The master did that not for the welfare of the servant, but for his own interest. In doing so the servant may be benefitted indirectly though, the master did not want to do so. Along the same line, during the colonial period, modern education system started the facility to educate the natives, so that local workers could be made available for the lower-level jobs at a cheaper wage. Unemployment was high at that time and government jobs were very attractive for the natives, even the *elite* class of the Indian society was eager to join the government jobs at that time so that they could participate in the government. It gave them not only a regular salary but the social prestige also. At that time, it was necessary to learn the English language to become eligible for a government job. The government jobs (even very low-level jobs) were a symbol of respect and status in society as well as there was a feeling of a sinecure in the government jobs. Due to the better service conditions (white-collar jobs, permanent, regular salary, promotion, and pension facility), the government jobs were a shining attraction in the job market. Even after independence, our education and governance system could not become free from the influence of the colonial mind-set. Due to a very

high rate of unemployment government jobs are still very attractive. Only one thing that is different, now Indians can be employed at all levels including higher posts. Most of the government jobs are still highly attractive due to the better service conditions such as regular permanent, sinecure, provisions of promotion, and pension. To become eligible for all government jobs, still it requires a certain eligibility level related to educational qualifications. The aspirant wants to become eligible to apply for a government job so that aspirants have to opt to become a graduate. Indirectly, the distribution of enrolment in various streams of education the whole education system is driven by getting the eligibility to apply for a government job. The syllabus for the most of competitive and recruitment examination consists the general or academic education but not vocational one. Whatever high level the employability of vocational education is, it generally does not make them eligible for applying for many of the government jobs that is why the attraction for vocational education is rather low. Before independence, the most important reason for getting education was to be eligible for a government job. The basic objectives of education such as to contribute in productive activity, to contribute to the nation's development, to develop the industries, to develop the capacity to provide employment, and to create job opportunities, but to develop the personal attribute character development left behind, and the sole objective to get the education is to get the government jobs only and only.

Even today, the prevailing and expending English medium education at large shows the dominance the colonial mentality. The ruling and elite class of society still today is afflicted with the colonial mentality, that is whatever is English is the best. The policymaker is still enamoured by English medium education and this trend is increasing day by day. The effect of dominance of English medium education can be seen in the country's most prestigious examination such as civil service examination. In the 2019 civil service examination, out of 800 successful candidates, only 15 candidates were with the Hindi medium (vernacular, only that is allowed in the examination), and in this list, not a single candidate was selected for Indian Administrative Service, and only two candidates were selected for Indian police service (Rashtriya Sahara, 12th August, 2020). In such a condition, the aspirants who wants to apply for the Indian Administrative Services will not choose Hindi medium as the medium of education. Although, many

students agitated to change the pattern of this examination before the Union Public Service Commission and department of personnel and training, Government of India, and even filed a litigation in the Supreme Court. Due to above mentioned reasons, English medium education is considered superior to the vernacular languages. The superiority of English medium education helps not only for government higher-level jobs but for the private sector higher-level organised sector jobs also. In higher-level private-sector jobs, English medium students dominate more than the students of vernacular medium.

Problems with current academic education

As the government jobs give the guarantee of permanent income, in the view of general public, one of the most important aim to get education is to become eligible to grab a government job. Each and every graduate try hard to get the government job. Most of them do not get jobs even in the private organised sector. Each and every student has the dream of becoming a high rank government officer by getting education. If it is not possible to become an officer in government service, the necessary minimum objective is to get at least a government job at any level. The current prevailing general education is ordinarily low in quality, boring, tiring and time-consuming, which may have very little practical utility in future life to earn the livelihood, if one could not be employed in public sector or in private organised sector. Each and every person wants to become a graduate so that he can become eligible and apply for government jobs. Initially, students have very high ambitions, but after graduation he/she continued his studies and do post-graduation, but only a few of them get government jobs. Many times, the number of applicants is more than 20 to 40-fold than that of vacant post (Table-2). Government jobs are given on the basis of merit in the competitive examination. In the situation of such a large number of qualified applicants, the selection process becomes almost a lottery. The competition becomes very tough and demand remains very high, so some people use illegal or unfair practices even to get success. In this situation, the complaints of corruption and biasness are mounting. It is clear that the possibility of success for a general graduate remains very low, ultimately, for most of the aspirants the wish to get a government job turn into a mirage.

Table 1: Colleges with valid accreditation (as on 30/11/2018) and Universities with valid accreditation (as on 30/11/2018)

Colleges with valid accreditation (as on 30/11/2018)			Universities with valid accreditation (as on 30/11/2018)		
Grade	Total Number of Colleges	Percentage	Grade	Total Number of Colleges	Percentage
A++	11	0.00	A++	7	2.22
A+	100	1.88	A+	17	5.40
A	1262	23.77	A	166	52.70
B++	430	8.10	B++	22	6.98
B+	581	10.94	B+	16	5.08
B	2532	47.69	B	78	24.76
C	393	7.40	C	9	2.86
Total Accrediated College	5309	0.14	Total Accrediated Universities	315	36.46
Total Existing College	36852		Total Existing University	864	

Source: <http://www.naac.gov.in/19-quick-links/32-accreditation-status>

After repeated unsuccessfulness can make someone unenthusiastic. Some ambitious parents those who

have better economic conditions send their ward to prepare for government job, even for five to seven years. After all,

most of them remain unsuccessful. Due to highly optimistic nature the unemployed ambitious student continuously makes efforts. Ultimately, after the continuous failure, most of these students desert the effort for this, and considering themselves not suitable for success and found themselves guilty of an offence which they had not committed. He blames himself/herself for the failure due to not being eligible or suitable and he gets tired tremendously.

At last, the failed and ambitious student starts to do some job unwillingly erk out his/her livelihood, so that he/she can earn. In such a situation his/her whole studies and degrees remains useless. In this situation he/she adopts self-employment or involved in less paid jobs and becomes over age. The current education system is completely silent towards the students who failed to get government jobs and do not extend any help to those for their future life and employment. The direction of education goes towards the eligibility for applying to government jobs, but when most of the students fail then this system has no remedy for the problem of employment.

It is notable that general education constitutes the major part of the current education system (Table 1) and within general education the major part of students belongs to humanities and social sciences. Most of the higher education institutes in social sciences and humanities are low profile and low-quality that is why the quality of education of the students therein remains low. If a student gets his/her degree from a good quality educational institute and has good quality study, it is not necessary that he or she will definitely get a government job, because the number of government jobs is less than that of good quality students. Therefore, only by improving the quality of general education, it is not possible to give government jobs to all these students. Whatever may be the quality of education of students and the quality of educational institutes, the number of government jobs is strictly limited, therefore it is not possible to absorb all these students in government jobs. Thus, it indicates that by increasing the quality of general education it is not possible to increase the employment in government jobs. Nonetheless, it is required to upgrade qualitative and to work for the development and expansion of vocational education according to market demand. There is also a need to create social acceptance for vocational education. For this it is required to integrate general education and vocational education. Alas! Our education system is dominated by general education therefore, most of the students could not get vocational education at school level and at the higher education level. The graduate in vocational education, in case of not success for government jobs, could join the relevant profession or self-employed and this would make them job providers rather than job seekers.

The precious time and effort of the youth spent to get general education and for the to get government jobs become waste, and it is not only an economic loss for students and their parents but it reduces the national income also. It is a great loss of the national resources due to the inappropriate education planning and policy.

Before announcement of the New Education Policy of 2020, the skill development ministry was established by the central government. Apprentice scheme was started for skill development to train the unemployed labour force by this ministry. For encouraging the apprentice under this scheme industries were given subsidies and apprentice were given stipends. To make the trained person eligible to get a job in the same industry or other related industries or become self-employed.

One of the many functions of education, is to provide a signal to the prospective employers about a person's quality, dexterity, and ability. At all levels, such as at schools and universities, students are awarded certificates of their credentials according to their performance in the examinations. A prospective employer tries to choose the candidate according to his requirements who is the best among the available pool of the unemployed, and also tries to offer minimum wage as far as possible. On the other hand, a candidate tries to maximise the salary as far as possible. In this bargaining process, the certificates of students (credentials) help both the candidate and the employer in this decision-making process. Educational certificates of students indicate the quality and level of education, skill of job seeker which help the employer in the selection process.

In the present education system, unfortunately, the relation between the certificates and real ability of candidate is going to be poor. Only a few highly prestigious institutions have the credit of their certificates and an employer can trust on them, and take decision without any hesitation. In the present system, it seems to be very difficult to evaluate the ability, quality and skill of a candidate merely on the basis of their certificates hence, these certificates are losing their credit in the job market.

Dominance of general education

Since the inception of the modern education system, without any variation most of the time, within the distribution of enrolment the general education was found to be dominant. However, there were many attempts had been made to promote the other streams of education *viz.* vocational, professional and technical education? But still now general education, within general education the social sciences and humanities are dominant in the education system.

At the level of under graduate education, in 2017-18, 67.49% students were enrolled in general education, while 14.13% in engineering and technology, and 18.38% in other faculties. Apart from this, within higher education, general education constitutes the major part and within general education again arts and social sciences constitutes the major share, that is, 36.31%. Enrolment in engineering and technology has increased at a substantial rate in the last two decades, but still its share in total enrolment remained at low *i.e.*, 14.13% (Fig 1).

The study of arts and social science is necessary, as it contributes in the continuous development of constitutional and human values, but these do not help directly in productive process in national income. A person should have the relevant and related industrial training and skill to become a part of productive activities and contribute in value addition. Social sciences and humanities help to create awareness among students about constitutional and human values and this is required not only for the students of social science but also for the students of natural sciences, technology and professional education. These values should not be only the part of theory, but the part of human behaviour as well. Ideally, the student should learn these values not merely by studying the books, but by observing the behaviour of teachers and elders in the society. The values of social, human and constitutional principles must be imparted and inculcated to each and every student, irrelevant of his stream of study. The students of all streams such as engineering, medical, law, agriculture, commerce

and management must be imparted and inculcated these values. This will create awareness, faith and sensitivity for human values among students of all streams.

According to the NEP, 2020 the basic objective of education is to make civilized citizens who trust in constitutional and democratic values such as equity, justice, and nonviolence. India is a democratic country, and each and every citizen has the right to participate in democratic processes. Our education system must inculcate moral and democratic values among students, so that their views and understanding about the society become broad and accommodate the differences. The parents want that their children earn a sustainable and respectable livelihood in their future course of life but at the same time they also want to make them civilized citizens. Education is socially accepted way of upward mobility to get higher economic status in the social hierarchy.

Since independence, neither any government was very sincere to take care the problem of employment nor effectively implement any plan at national level. While 93 percent of the workforce in the country is engaged in the unorganized sector, in such circumstances, there is an urgent need is felt to upgrade quality of education, skill and training in labour force. The education system has failed to train the labour force in accordance with the need of industry in the country because our current education system is biased towards academic and formal education and not emphasises to develop skills according to the demand of labour market.

For making the optimum use of resources available in the nation, it is necessary to train the labour force accordingly so that it can be realize the maximum output level. The education system is biased towards general/liberal education. In the general academic education consist of social science, humanities, basic sciences and commerce do not have any direct exposer to vocational skill. Vocational and technical education has a very share small share in the whole education system. Those who are trained in vocational education, most of them are poor in quality as a result, they do not find themselves suitable for labour market demand and have to face many difficulties in searching the jobs.

The syllabus or eligibility are decided by the government and Public Service Commissions or various other commissions for recruiting in the government service, and by this way these determine the distribution of enrolment in

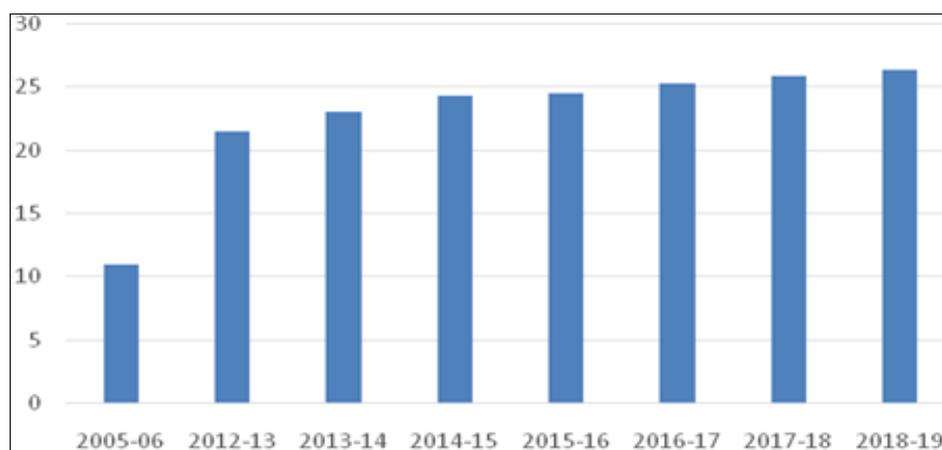
various streams of education. However, vocational education is not compatible with its syllabus and eligibility of the most of the vacancies in recruitment, so the prestige and priorities for vocational education remains at low. It seems that general education, technical education, and professional education are suitable for white collar jobs, but vocational education is for blue collar jobs only. Although, there is no guarantee to get the government job after getting general education, the success rate of the aspirants with general education is extremely low. A large number of students are enrolled in general education to get government job, but the number of jobs is a few. If a student fails to get government job, her education and effort for preparing for government jobs is generally not very directly useful in other jobs or in the rest of her life. Thus, the whole education system addresses the problem of only a very small section of successful students and does not care the problems of a large share of the students.

Most of the government job opportunities are under the state (provincial) government service rather than the central government. In the state government service nearly half of the total job opportunities are available only in the education department. Therefore, most of the opportunities for government service are in the teaching profession. Most of graduates want to get degree of B.Ed. so that they can be eligible to apply for the job of teacher. To get the degree of B.Ed. one has to opt only and only general education.

Generally, the students of vocational education have less opportunities even for the lower level of government jobs, therefore, priority of most of the parents and students towards vocational education remains at low level. Most of the students do not want to leave any opportunity to get employment in government services. That is why, they prefer only general education even many times they have to remain unemployed at last. It seems that the distribution of enrolment in various streams of education of the education system is predominantly determined by getting the eligibility for employment in government services.

Increasing enrolment at the cost of quality

Since 1991, the growth rate has been increased at higher pace in Indian economy after adoption of the policies of privatisation and liberalisation. These have resulted in rapid increasing growth in per capita income. The per capita income results in increasing aspirations of the middle-income and lower middle-income classes of the society.



Source: AISHE-2018-19

Fig 1: Enrolment rate (percent)

Increase in enrolment in schools and colleges can be seen with this increase in income of the middle-income and lower middle-income classes, but at the same time, this increase in enrolment could not pace with the job opportunities. Very few job opportunities were created with respect to increase in enrolment. Due to this mismatch between growth in enrolment and job opportunities, the level of unemployment

further increased at a higher rate. Earlier, the unemployed who were called less educated or illiterate are now counted as educated unemployed youth. These unemployed educated youths are graduates but have no skill or very low level of skill, training, quality, and entrepreneurship than the requirement of job market and industry.

Table 2: Extent of competition (Year 2020)

Details	No. of Applicant	No. of Seats	Number of Candidates Per Seat
MBBS (Only Govt.)	1597000	42495	37.58
MBBS (Govt. + Pvt.)	1597000	80000	19.96
IITS	858000	16053	53.45
NLUs	75183	3258	23.08
University of Delhi	354003	70000	5.06
JNU*	108982	3018	36.11

Source: Various organising agencies, * Data belongs to 2019

Enrolment has been increased at a faster rate in the education system, but the quality of education could not well-matched with this quantitative expansion; actually, the quality of education is found to be declined in some quarters, particularly in the newly expanded private higher education sector, rather than improved.

The NAAC accreditation is widely used to assess the quality of higher institutions in India. In university category only 36.46% universities have accredited themselves with NAAC and in college category only 0.14% institutions were accredited in 2018-19 (Table 1). Among those which are accredited less than 2% in college category and less than 8% in university category have achieved A+ and above grade. Thus, it can be inferred that the quality of the most of the higher education institutions is still very poor or at middle level only.

An argument is given that due to big increase in the number of first-generation learners in the education system the quality of education declined, but in fact, it was the lack of policy initiatives and efforts by regulators and the government to maintain the quality in the system that could address the problems of first-generation learners. With the expansion in enrolment, a big improvement in examination results of school boards could be seen. Roughly before three decades, the passing percentage of students in state board examinations was roughly 25 to 30% which is now more than 80 to 90 percent. The number of students those who achieve first class and 80 to 90 percent marks in board examinations increased immensely. In this process it seems that quality has improved but in fact, it is up to a large extent, it is due to change in the pattern of examinations and liberal/inflated marking system in examinations. Thus, the expansion occurred but the real improvement in quality left behind. The marking system in state school boards was very tough in the past (nearly 30 years ago), and the only very good students could pass the examination and the number of students those who achieved first class was very few. The same situation could be seen in university examinations as well. Enrolment in higher education has also been increased very fast rate (Table 2), but the quality here also could not pace with its quantitative expansion. Similarly, the liberal or inflated marking can be seen at the level of higher education. Each year a large number of student graduates, but these students are not equipped with deep knowledge and sincerity and merely pass the examination on the basis of superficial knowledge only. These graduates find very

difficult to get employment due to the lack of quality of education. Because of this continuously rising in this large pool of unemployed youth, dissatisfaction and unrest can emerged in the society, and there is always a threat of social deviation among these unemployed youth.

Importance of general and academic education

The subjects of natural sciences in general education such as mathematics, life science, physics, chemistry and metrology do not provide direct professional benefit in the short run to any individual but these subjects have much importance for scientific research in the long run for the national interest. No country can progress in the long run especially in scientific and technological progress without fundamental research in basic sciences. Apart from these, there are some specific subjects, which do not provide direct economic benefits to an individual such as astronomy, archaeology, history, philosophy, oriental studies and classical languages including Prakrit, Pali, Arabic, Sanskrit etc., however, the study of all these subjects has historical and cultural importance for the nation. In the same way, the study of subjects such as police study, judicial science, military science, specific regional study in international studies, planning, etc. also do not provide direct benefit to an individual, but for long term benefits for the nation the state must facilitate and finance these all areas of studies. For the study of these subjects there must be some specific institutions or universities at national level with state funding and the best minds must be selected by merit for these studies. For these reasons, market cannot take care these areas of studies, therefore, the state must intervene and provide the subsidies for the teaching, learning, and research in these academic subjects in public interest.

Micro versus macro approach about education

The failure of our education system to train our workforce in accordance with the requirement of the labour force has two-way losses. On the one hand, industry and service sector are facing a deficit of trained labour force and on the other hand, a large amount of educated labour force remains unemployed due to a lack of required skills and training. This is a problem of mismatch in the market. This keeps our national output at a sub-optimal level, and at the same time educated youth has to face unemployment. This unemployment may have potential to create social and economic inequalities as well as social deviation among the

youth. Due to the loss of national income and increase in social and economic inequalities, the growth rate remains at sub-optimal level, and finally it produces a negative impact on the living standard of the citizens.

The difficulty level of the competitive examination is extremely high, and is increasing day after day due to the high level of unemployment and a limited number of seats for government the available government jobs. As the demand for government jobs is extremely high, aspirants have to take the help of coaching institutions and prepare form competitive examinations for many years. It seems that the quality of education rests with coaching institutes. Although, the students those who already have a degree or diploma, go to a coaching institution to prepare for the competitive examinations. Formal educational institutions teach the syllabus of degree examinations and students are not sincere there to study because the syllabus of these educational institutions is not much relevant for the competitive examination. The students have to go in formal educational institutions only to get the degree that is required to be eligible for government jobs. Coaching institutions do not contribute to increase the productivity for the job or virtue, in fact, it helps to crack the competitive examinations to enter into the government jobs only. The syllabus taught in the coaching institutions does not help aspirants in self-employment in case of failure to get a government job.

Conclusion

Current education system of India has been developed towards academic and formal education rather than vocational, technical and professional education. Moreover, the education system does not emphasise to develop skills and practical training according to the demand for labour market. Every aspirant wants to be graduate so that she can be eligible to apply for the government job. Examination pattern of the competitive examination for the government job is generally favour the general education. Demand for the government job is so acute and high that most of the aspirants want to graduate in general education rather than vocational, professional and technical education. Because of all these above-mentioned reasons, demand for general education is higher than that of the other streams. Ultimately, whole education system has been developed lopsided towards the general education. Indirectly, the direction of the whole education system is driven by getting the eligibility to apply for a government job. Due to the better service conditions (white-collar jobs, permanent, regular salary, promotion, and pension facility, etc.) government jobs are shining attraction for an aspirant youth. Thus, the government jobs are considered as a sinecure.

Even after independence, our education and governance system could not become free from the influence of the colonial mindset. But unfortunately, in the present education system, the relation between the certificate and real ability of candidate is going to be poor. The dominance of colonial mentality can still be seen in the English medium education is being enchanted. The demand for government jobs is so high that aspirants have to take the help of high-cost coaching institutes and prepare themselves for several years. Generally, (except for some exceptions) the government does not spend money on coaching institutions. The money spent by students or their parents is a part of the national income and could otherwise be spent on other productive

activities. Indeed, the competitive examination for the government jobs is mere a screening test to select the best mind among the aspirants. Pricey coaching institutes helps the aspirants to crack the competitive examinations by imparting them training and practice. This process does not add any value. Finally, the agency which conduct the competitive examination select the candidates those who are better trained by the coaching institutes to crack the examination rather than the best mind. There is no value addition happens in this process. Hence, at the macro-level approach, this expenditure is a loss to the national income. Unfortunately, the common perception about the education is that most dominant objective to get the education is limited only to get job in the government or in other organised sector of the economy. As a result, the direction and distribution of enrolment among various streams of education is being tilted dominantly towards the general education only.

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