

Research Article

Need of 'Hire and Fire Policy' with Individual Pay Structure for Improving Quality of Education System in India

Dr. M. Kumar Raju*¹ and Prof. A. Ranga Reddy²

¹Teaching Assistant, Sri Venkateswara University, Tirupati - 517502, A.P, India

²UGC-Emeritus Fellow Sri Venkateswara University, Tirupati- 517502, A.P, India

Article History

Received: 22.05.2020

Accepted: 13.06.2020

Published: 21.06.2020

Journal homepage:

<https://www.easpublisher.com/easjhcs>

Quick Response Code



Abstract: The Paper highlights the evolution, impact, internationalisation, India's education and future.

Keywords: Education, knowledge, skills.

Copyright @ 2020: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

I.1 Concept of Education:

For a society to survive and progress, each generation must pass its knowledge, skills and values on to the next. This process is called education. Passing on knowledge is so vital that most countries have established formal system of education for teaching children, by sending them to schools and colleges. Throughout our lives we are also educated informally, by parents, friends or the media. Education provides society with doctors, teachers and scientist; gives industry a capable work force; and helps maintain law and order by instructing people in social values.

I.2.0 Theories of Education:

Some theories states that people learn by practice; others, that pupils must work things out themselves in order to learn; and some suggest that pupils is learn by following their emotional needs and acquiring the skills and knowledge to fulfill them. Most people probably learn in all three ways.

I.2.1 Early Education:

In pre - historic time, elders thought children the survival skills they needed. Such as how to hunt or make fire. As civilizations developed and writing was invented, formal institutions of learning - schools - were created so that people could learn to read and

write. As happens today, education in the ancient world reflected the States needs and attitudes. In war like Sparta, for example, education was geared towards producing good soldiers. Throughout the ancient world and medieval Europe, women and the poor did not have the same access to education enjoyed by the male, ruling class.

I.3.0 Types of Education:

Different types of education cater for different needs. The best known example is the general education that scholars and colleges provide, in subjects such as reading, writing and arithmetic.

I.3.1 (a) Vocational: Vocational education prepares people for specific jobs; it is available through courses at school, or training at specific colleges. Skills or crafts are also passed on informally, prepares from parent to child, when a trade is passed on from one generation to the next.

I.3.2 (b) Adult Education: Adult education is for those who although no full - time students, choose to continue an aspects of their education or learn something new. The courses keep adults up to date improve job prospects, and bring new interest.

I.3.3 (c) Special needs: wealthy nation can afford to provide some schools when education is tailored to the special needs of certain children, such as the physically challenged or highly gifted.

I.4.0 Socialisation: The first form of education a child receives starts from birth, by his or her immediate caregivers. Known as socialization, it includes not only learning such basic skills as speaking, but also teaches the child how society expects that he or she should behave. The child learns from institution, and by imitating others. Socialisation also takes place at school, and through cultural influences such as television. Eg. Table manners are learnt from of social behaviors. Maria Montessori - the Italian educationist (1870-1952) developed Teaching methods that encouraged children to work things out for themselves through practical activity, rather than simply obeying instructions. She developed her ideas while working with children with learning difficulties.

Time - Line

C3500 BC: Sumerians invent writing

3rd Century BC: Greek thinker Plato (427 BC-347 BC) proposes that education should be run by the State.

1574: German priest Martin Luther (1483-1546) advocates education be made available for all. So that everyone is able to read the bible.

1762: French Philosopher Jean Jacques Rousseau (1712-1778) argues education should propose children to be adults.

1763: Prussians introduce compulsory schooling from the age of 5 to 13.

1899: US Educator John Dewey (1859-1952) Publishes *School and Society*, an influential analysis of the social function of education.

1945: World War II ends: with the desire to build a better world, many countries reform school system to make secondary education available to all.

1990s: Education is fully recognised as vital to social and economic growth (Thummaru- Kundy, M., & Vijayakumar, B. 2019).

I.5.0 Schools and Colleges: As young children, most of us first learn how to read and write at school. This is the place where we begin our formal education which may continue upto college or university level. At school, skilled teachers pass on their learning to others and equip them to take their place in society. Until the 1800s, only a privileged few went to school. It is only recently, and in the industrialised nations, that education has become available to all.

I.5.1 (a) Stages of Schooling: In the industrialised world, schooling is divided into stages, which differ from Country to Country. In the U.K. Children upto five years attend nursery schools, where they learn through play. From age six to 11 years, children receive a basic education at primary school; at secondary schools, 12 to 18 years old study move specialized subjects. In the developing world, less money is available to provide education for all: schooling often ends at age 11. Most countries provide some free education, although systems vary greatly. Schooling is generally compulsory for a number of years. In some places education is centrally controlled by the government; in others, different regions run their own policies. Schools may be for children of mixed ability, or streamed, so that children study with others of a similar level. Eg; In China, all education is under the control of the governments, and students are taught Communist ideas as well as other school subjects. Students who achieve the highest results in national examinations are sent to the schools with the best facilities.

I.5.2 (b) Higher Institutes: Pupils, who wish to continue their studies beyond school, or train for a career, may go on to College or University. Both are Centres of learning; Colleges tend to deal with a specific field, while Universities offer a range of subjects and research opportunities.

In Europe, the first modern Universities were set up in Medieval Italy (Bologna, 11th Century), France (Paris, 12th Century) and England (Oxford, 12th Century)

Time - Line

1088 – The first modern style University is established at Bologna in Italy

1618 – Parts of Netherland introduce free village schools.

1697 – First Sunday Schools started by Congregationalists in Wales.

1837 – In Germany, Pioneering educator Friederich Froebel (1782-1852) opens his first kindergarten, to help young Children learn in a creative way.

1854 – First co-educational school opens in London, England.

1945 – World War II ends; ambitious to create a better world, industrialized nations extended the opportunities for secondary education (Dutttagupta, I. 2019).

II

II.0 Impact of Education:

Education enriches peoples understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society.

Education raises people's productivity and creativity and promotes entrepreneurship and technological advances, demonstrated in countries from Malaysia to Bolivia to Ghana (Vishnol, A. 2015). We also know that education alone does not guarantee sustainable economic growth. The former Soviet Bloc attained Universal literacy decades ago. But because these countries were closed to ideas and products from the outside, their economies stagnated. The Philippines, Sri Lanka and the Indian States of Kerala and West Bengal have experienced periods of lackluster growth even through their education levels outstripped those of Countries and States that matches them in other ways. The real question, then, is when and how education can bring high pay offs.

The Seminal works of Schultz (1961) (Kindersley, D. 2005) and Kindersley, D. (2002) (1962, 1967) led to series of growth accounting studies pointing to education's contribution to the unexplained residuals in the economic growth of western economies. Other studies looked at the impact of education on earnings or estimated private rates of returns (Becker 1964; Mincer 1974) (Schultz, T.W. 1961) A 1984 survey of growth accounting studies covering 29 developing countries found estimates of education's contribution to economic growth ranging from less than 1 per cent in Mexico to as high as 23 per cent in Ghana.

Behrman (1987) estimated a production function using data from 68 developing countries, and found that literacy has a positive effect on output in the level regressions while it has a significantly negative coefficient in the differences regressions.

Based on development experience in the past 30 years, we know that broad access to education is necessary for economic growth. We also sense that, given broad access to deepening of education is also significantly related to technological progress and industrial upgrading.

II.1.0 Access to education: The Case of Korea:

Through massive national literacy campaign, the Republic of Korea increased its literacy rate from 55 per cent in 1945 to 68 per cent in 1960 and 88 per cent in 1970. Korea achieved Universal enrollment in primary schools by 1965, in middle school by the mid – 1980s, and in high school by the late 1980s. Enrolment in higher education has also expanded rapidly, Teaching 40 per cent in 1990. Korea vastly reduced education inequality between 1970 and 1995. As government revenue and household income grow, more public and private funding was devoted to education. As the economy opened to international market, demand for skilled workers increased which provided incentives created where education and growth reinforced each other and both contributed to welfare.

II.2.0 Policy reform and education: The case of China

The Chinese government started to invest heavily in education and public health since the 1950s. Its social indicators outstripped those of other low income countries. Primary enrollment in 1980 reached 103 for girls and 121 boys, and secondary enrollment was 37 and 54. Both factors such as a lack of openness, restricted labour mobility, distorted wages and prices, prevented educated workers from finding the most productive use of their talents. Economic growth did not take off until the policy reforms started in 1978. Learning has been incorporated in the process of reforms, as reflected by Mr. Deng Xiaoping's famous saying, "Crossing River by feeling the stones at the bottom". China opened its doors early on to foreign trade and investment by experimentation. It established four Special Economic Zones in 1980s, by 1993 it had more than 9000 economic zones, which played an important role in attracting foreign direct investment, stimulating trade, bringing an advanced technology, and upgrading industries.

China has experienced the most rapid growth of any large country in the world during its period of economic reform (first phase 1979 - 86, second phase 1987 - 91). In less than two decades it has achieved what it took other countries centuries to accomplish. Its per capita income doubled between 1978 -1987 and the doubled again between 1987 -1996. Over 170 million of the 270 million Chinese living in absolute poverty in 1978 were raised above the poverty threshold. China went from lackluster growth of 3.9 per cent before the reforms to 8 to 9.6 per cent after the reforms. The remarkable record is the result of the interactions between policy reform and learning and education. Many studies have found that a significant share of China's growth can be explained by the accumulation of human capital and the reallocation of resources (including human resources) from low to high productivity sectors.

II.3.0 Interaction of openness and Education:

Some countries have successfully combined openness and investment in learning and education, forming a virtuous circle: openness creates demand for education and learning and education makes a country's export sector more Competitive. Knowledge accumulation influences a countries trade performance and competitiveness; trade, in turn, enhances knowledge accumulation especially through imports. A World Bank (1991) study found that economic growth rates in a sample of 60 developing Countries during 1965-1994 were especially high where there was a combination of a high level of education and macro economic stability and openness.

Thomas and Wang (1997) looked at the interaction of openness and education and the impact on

the performance of the world Banks leading projects. On an average, Countries with a more educated labour force and a more open economy had a rate of return on projects 3 percentage points higher than those that had only one or the other.

III

III.0 Education in India: an Overview:

India is a nation of young people. Out of a population of above 1.1 billion, 672 million people are in the age group 15-59 years, which is usually treated as the “working – age population. It is predicted that India will see a sharp decline in the dependency ratio over the next 30 years, which will constitute a major “*demographic dividend*” for India. But this advantage can only be realized if it is supplemented with skill enhancement of the young through the medium of education. In the year 2011, 11 per cent of the population of the country was in age group 18-24 years and this is expected to rise to 12 per cent by the end of the Eleventh Five years plan. This young population should be considered as a valuable asset which, if well equipped with education and skills, can contribute effectively to the development of the national as well as global economy.

III.1 Imprint; Research Boost:

Government set up a one stop funding system as the current bureaucratic systems were coming in the way and delaying projects. A single window funding clearance mechanism backed with a Rs. 1000 crore kitty to get Indian Technical Institutions to original research in areas where the country is heavily dependent on foreign technology. An Inter- Ministerial Group (IMG) set up the single window mechanism that will screen research projects and proposal by Indian leading research and Technology Institutes and then approve them and earmark funds for the same. Named “IMPRINT” is the one stop research funding mechanism to boost the indigenous technology and Research launched on November 5, 2015. Ten areas have been identified – Health care, Computers and Information Technology, Energy, Sustainable Habitat, Nano- Technology, Hardware, Water Resources & River systems, Advanced materials, Manufacturing, Defence, environment and Climate Change¹¹.

III.2 Acquiring Specialised Skills:

Higher Education and Acquired specialised skills will be fundamental not only for the future of the individual but also for that of the country. This is amply illustrated by the fate of the three centuries, India, China, and South Korea. During early sixties, these countries had more or less the same level of growth and per capita income and India was the leader. However, in 2018, South Korea is considered as Developed Country with the per capita income (on Purchasing Power Parity PPP basis) exceeding 30, 000 dollars while that of India is close to 5000 dollars (PPP) China which a bigger

population than India also notched up its position ending up with a per capita income of above 15000 dollars. And What was the single differentiator? It was the way in which these countries handled the educating its population.

III.3 what are the Skills needed for Tomorrow?

The job market is going global. There are two factors which will affect the Demographic Transition. One is Political and another is technological. Traditionally more open to migration, such as the United States and Western Europe. It is mostly certain that developed countries will have to continue to depend on migrants to fill the gap in their population that would help to drive the economic engine. Development of robotics is likely to eliminate the need for millions of jobs, across the world.

Conflicts in Syria and Libya fueled the most recent migrant exodus. It is expected that climatic changes and resultant extreme climatic effects such as droughts and floods could trigger even more massive migrations.

In fact, US government is focussing on students who want to flow into professional migration into that country should have qualification of STEM fields (Science, Technology, Engineering and Mathematics) should have a favourable position in the skilled immigration process and that is why the US administration seems to be sending the aggressive message that they will come after this segment to on compliance.

III.4 Politicalisation Vs Professionalism

Once a teacher is committed and coordinated lifelong for teaching, research and extension and students thinking and action goes in positive manner, then student will climb from rags to riches like Cobbler to Computer giant, Carpenter to Corporate- Chief Executive Officer, Gold Smith to Oliver Gold Smith, greater write. We have to keep the Politics and Politicians out of the academic institutions gates, then only Creativity, Innovations, and Inventions can be generated. Suppose, all riff-raff elements are given placements by politician recommendations, Certainly one day we have to close down the Institutions, as happened in Engineering Colleges in all Indian States. Merit, Hard Work, Dedication, Publications are to be given top priority, for sustainability of institutions like Cambridge, Oxford, Humboldt, and Harvard Universities in West.

In Indian Universities, the political parties and their wings are actively participating in demonstrations on flimsy things. Somewhere a student went for suicide, the university will be closed on that day or in students hostel water has not come in right time, the university students will go for boycotting the classes. Even after

hundred years old reservation system is to be debated for discontinuing as in South Africa.

In Western Countries, for bringing professionalism in the Institutions, they adopted that the student should not do all courses in one institution and job should not be given in parent institution.. Inbreeding is to be totally banned either in study or employment. Employment should be outside of their region, will be considered as healthy and harmonious change. A Kashmir boy/girl should have to be placed in Tamil Nadu or Kerala, as the same way, a Tamil Nadu or Keralite is to be posted in Kashmir or Himachal Pradesh either private or public sector, to bring spirit of unity and integrity of India. Inbreeding is observed as a havoc for building academic Institutions any wherein global level.

IV

IV.1.0 Higher and Technical Education:

Higher education is of vital importance for the country as it is a powerful tool to build knowledge based 21st century society. Improvement of access along with equity and excellence, adoption of state specific strategies, enhancement of the relevance of higher education through curriculum reforms, vocationalisation, networking and information technology (IT) and distance education are some of the main policy initiatives in the higher education sector. The other important policy initiatives in higher education are programmes for general development of Universities and colleges, special grants for the construction of hostels for women, scholarship to students; scheme to provide interest subsidy on educational loans to professional Courses to ensure that nobody is denied professional education because he or she is poor ; and making interventions to attract and retain teaching talent in higher and technical education (Jacob, M. 1962) .

IV.2.0 University and Higher Education:

There were 20 Universities at the time of independence. At present, there are 504 Universities as on Dec.31 2009, of which there are 243 State Universities, 53 Private Universities, 40 Central Universities, 130 Deemed Universities, 33 institutions of national importance and 5 established under various State legislation. For supporting University education, an apex organization - University Grants Commission came into existence with an enactment of Parliament. It coordinates the Universities education and also maintenance of standards in teaching, Research and extension. For the 2009 -2010 year, Centre allotted a budget of Rs. 3439.95 Crores for University Grants Commission. For encouraging research in different faculties - Indian Council of Historical research (ICHR) in 1972, Indian Council of philosophical Research (ICPR) in 1977, Indian Institute of Advanced Study, 1965, Shimla; Indian Council of Social Science

Research, National Council of Rural Institute, 1995 were started as autonomous Institutions. For Open University and Distance Education, Indira Gandhi National Open University in 1985 was operating with 900 courses and 4.60 lakhs students. As on Dec.12, 2018 49 Central Universities, 367 State Universities, 123 Deemed Universities, 287 Private Universities, total 821 in 29 States of India and in 3 Union Territories were functioning. As on 2017, India has 23 IITs, 31 NITs, 23 IIITs, 7 IISERs, AIIMs, 7 NIPERs, 3 SPAs, 25 other Institutes of National Importance which includes 5 Central Universities were actively working, of course 24 fake Universities are opened in India. (Google.com)

IV.3.0 Technical Education:

The Technical Education system in the country covers courses in Engineering, technology, management, architecture, pharmacy, etc. In 2009 - 2010; there were 65 centrally funded institutions in the country. The Technical Education system at the Central level comprises, among others, the following (a) The All India Council for Technical Education (AICTE), which is the statutory body for proper planning and coordinated the development of the Technical Education system; (b) Fifteen Indian Institutes of Technology (IITs); (C) Seven Indian Institutes of Management (IIMs); (D) one Indian Institute of Science IISc, Bangalore.(E) Five Indian Institutes of Science Education and Research and (F) Twenty National Institute of Technology (NITS) connected from RECs with 100 per cent Central funding. In 2009 - 2010 several measures were taken to implement the Governments vision of providing increased access with equality and excellence (Vinod, T., & Yangwang. 1997).

IV.4.0 Cooperation of World Intellectual Property Organisation:

India is a member of the World Intellectual Property Organisation (WIPO) Since 1976, a specialized agency of the United Nations which deals with copyright and other intellectual property rights and plays an important role in all its deliberations.

The last round of General Agreement on Tariffs and Trade (GATT) in 1944 gave rise to multilateral agreement on Trade under the World Trade Organization (WTO). Prior to emergence of the WTO there was no multilateral agreement on services. The WTO came into existence on January 1, 1995. The next round of negotiations in 1996 led to a comprehensive agreement on international trade in services. Education is one of the twelve services, which are to be negotiated under the General Agreement on Trade in Services (GATS). Education has been divided into five categories for the propose of negotiations; Higher Education, Secondary Education, Primary Education, Adult Education and other Education.

GATs prescribes the following four modes of Trade in services including Education services (1) Cross border supply of a service (2) Consumption abroad (3) Commercial presence (4) Presence of Natural persons. All foreign Institutions have to work under the guidelines of prescribed appropriate regulatory authority.

IV.5.0 Internationalization Education:

Internationalization is defined as the highest stage of international relations among Universities. Universities have always had roles that transcend their national boundaries. Students and scholars have always been mobile. International research collaboration has always flourished. Scientific Communities have always been global (Benergy, R. 2011).

For quality and current knowledge, students are searching for world class Universities especially in developed Countries. They are ready to spend high fees, to take high risks, meeting change of cultures, facing language inaccessibility. Many eminent intellectuals are still feeling that in India we don't have World Class Universities. The reason is we are mixing interested and distrusted intellectuals in one basket with same salary structure. Governments are not bothering about good governance, efficiency, at job level, honesty in Character, innovative in behavior and the man / Women with creativity.

Much of Government jobs are by Political recommendations, by paying sizeable corruptive methods, caste based reservations. In one word, we can say that they are Political Academic dens. In Western Countries, pay will be fixed by seeing their performance index, publishing papers in international journals, bringing monies to University by giving Consultation to industries / Non-Governmental organizations. By all means, every faculty member differs from other in their work culture, behavior, publications, Social services and Vision. In the same way, fix the salary, promotion, facilities according to their level of contribution to the education Institution. "Hire and fire policy" is the need of the hour for faculty members, so that quality, efficiency, and innovation level will raise automatically not giving homogenous University Grants Commission pay Scales for every ten years once in India.

Merit is to be rewarded and awarded, and then only faculty will think over it for improving their standards. The bloomy ideas have to pass from teacher to student to society and finally national prosperity.

V.0 CONCLUSION:

For better Society formation, education is a must and should go to each and every one. It should be cheaper with quality. Many stalwarts contributed their

might for uplifting of some people. Institutionalization and internationalization have given mass scope of education. Since time immemorial, man is working very hard to improve the knowledge. It differs from country to country. Hunger, Poverty, unemployment, diseases are the basic obstacles, which are to be overcome by giving incentives, dedication, sincerity, seriousness. Illustrated with illuminative living examples, how countries were changed their backwardness by introducing innovative and inventive – ideas in education system. Quality higher education would be the guiding force for primary, secondary and college education and vice versa. By all means, education is composed of interested and disinterested faculty, which brought more negative results than positive. State and Societies have to come down revolutionary way by using "hire and fire Policy" and remuneration should depending on his / her high degree of skills. Then only we can clean the system, so that interested intellectuals can join in the education system for brining innovations and inventions over this enriched land of sages and saints.

REFERENCES

1. Benergy, R. (2011). Challenging Bihar on Primary Education, *Economic & Political Weekly*, March 12, P.34.
2. Denison, E.F. (1962). Sources of Economic growth in the United States and the Alternative before US, Newyork, Committee for Economic Development.
3. Duttagupta, I. (2019). Companies need to keep a strong compliance Profile for H1B visas, *The Economic Times Magazine*, June 9-15, P.14.
4. Government of India. (2011). *Economic Survey 2010-11* (p.312).
5. Government of India. (2011). India 2011, A Reference Annual, Publications Division, p.274.
6. Jacob, M. (1962). On the Job Training Costs. Returns and some Implications, *Journal of Political Economy*, 70 (supplement) (October) P.9.
7. Jere, B. (1987). Schooling in Developing Countries. which Countries are the over and under achievers and what is schooling impact, *Economics of Education Review*, P.73.
8. Kindersley, D. (2002). The Dorling Kindersley illustrated family encyclopedia.
9. Kindersley, D. (2005). Illustrated Family Encyclopedia, P.288
10. Psacharopoulos. G. (1984). The Contribution of Education to Economic Growth. International Comparisons, In I.W.Kendrick(ed.) International Comparisons of Productivity and causes of the slowdown, Cambridge, Mass. Ballinger Publishing Co.
11. Schultz, T.W. (1961). Investment in Human Capital, *American Economic Review* p.51.
12. Scott, P. (2011). Universities are all Internationalizing now *The Hindu* June 7, P.9

13. The World Bank (1991). *World Development Report 1991. Challenges of Development*, Newyork, OUP.
14. Thummaru- Kundy, M., & Vijayakumar, B. (2019). *Work Life and Work Place in the Future*, Manorama a Year Book, 2019 P. 633).
15. Vinod, T., & Yangwang. (1997). *East Asian Lessons from Reforms*, In wing (1997). T.Woo, Stephen Parker, and Jeffierey D.Sachs,(eds). *Economies inTransition. Comparing Asia and Eastern Europe* Cambridge Mass. MIT Press.
16. Vishnol, A. (2015). *Modi Government's Research Boost*, *Economic Times*, Oct,19.P.5)
17. Vishnol, A. (2015). *Modi Govt's Research Boost*, *The Economic Times*, Oct.19, P5