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ORIGINAL ARTICLE

Study of Trend of Financial Investment in Career Making of Child

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ABSTRACT

There has been significant change in the financial status of citizens & society. In Government & non Govt both, gross income increased substantially. Contribution of society towards education is remarkable. Financially strong families opt quality education institute i.e., best private school, college. All class families are making efforts for best education according to financial status. Parents today are believed to spend maximum share of their incomes on the education of their children. As the economy has prospered the education institute of higher level is preferred by parents. At present parents invest money for study and career planning. Govt. made available food for school going students as Madhyahn Bhojan, School dresses, Book cost, bicycles, conveyance charges are paying by Govt. Central govt. has special provision for making education qualitative.

Keywords: Financial Investment, Career making, Society

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INTRODUCTION

Quality education focuses on meeting the needs of the students, parents, team members providing total community involvement, developing system to measure the added value in education support system that the staff and students need to manage change and continuous improvement, always striving to make education better. For quality education knowledge based, innovative curriculum, consciousness should be the epicenter from which extensions move towards knowledge which is at the periphery. Quality education need fund.

The economy strongly affects education directly. The globalization of the economy and near-instantaneous world communications make it difficult to chart a course for economic prosperity in the future. In last 10 years per family income has increased remarkably. Now the family plans for education of child. Education Loan facility is also available in most of the nationalized banks.

In Indian economy all states, central govt. has special provision in budget for education. Our Government expending lot of money for multi directional development of education system. We have aim to educate every one. All expenses are afforded by govt. directly. Parents are expending more money for their kids learning. Our social reformers, social organizations are consuming money on education. Our quality aimed institutes invested huge amount for quality education. Sound financial status is important for quality education aspirants. However our society has poor families for them low socioeconomic status directly correlates with dropouts. Students of parents with lower educational attainment are more likely not to complete school education.

Funding implications are multifold. Educators need to become astute technology consumers, planners and overseers. The growth of computer use is likely to drive changes in the learning efficiency of students. Educators need a firm grasp on what technology can and cannot do for teaching and learning, as well as a working knowledge of effective strategies to implement technology in schools and colleges. Without appropriate changes in pedagogical practices, the preparation and support of classroom educators and alignment among plans, policies and practices, technology will be a poor investment.

A Centrally sponsored scheme “Rashtriya Madhyamik Shiksha Abhiyan” with a funding pattern of 75:25 between Centre and States, was launched in 2009–10. The major objectives are to (i) raise the minimum level of education to class X and universalise access to secondary education; (ii) ensure good-quality secondary education with focus on Science, Mathematics and English; and (iii) reduce the gender, social and regional gaps in enrolments, dropouts and improving retention. The interventions supported under RMSA included (a) upgrading of upper primary schools to secondary schools; (b) strengthening of existing secondary schools; (c) providing additional classrooms, science laboratories, libraries, computer rooms, art, craft and culture rooms, toilet blocks and water facilities in schools; (d) providing in-service training of teachers; and (e) providing for major repairs of school buildings and residential quarters for teachers.

METHODOLOGY

In present research, data is collected through news papers, magazines, websites and office records. Collected data is tabulated and analyzed 3 data tables are prepared. Table-1 contains quality education achievement through RSMA. Data related to average no. of teachers per school in India is presented in table-2. Data regarding distribution of fund for quality education by Govt. is mentioned in table-3.

FINDING AND ANALYSIS

Table1: Quality Education achievement through RSMA

S.No.	Items	Target	Achievement (Approved)
1	Sanction of New Schools	11,188	9,636
2	Strengthening of existing Schools	44,000	34,311
3	Additional Classrooms	88,500	49,356
4	Additional Teachers	179000	59,000
5	In-Service Training for All Teachers	100 per cent	100 per cent
6	Annual Grants to Schools	Full Coverage	75,394
7	Minor Repair to Schools	Full Coverage	62,221

Source: Twelfth Five Year Plan (2012-2017)

Table 2: Average No. of Teachers per School in India

School Category	2011-12	2012-13	2013-14
Govt. Schools	4	4.2	4.2
Govt. Aided Schools	7.4	9.8	10.3
Pvt. Schools	7.3	8.1	8.8

Source: DISE Report 2013-14

Table 3: Distribution of fund for quality education by Govt.

S. No.	Name of the Scheme	Budget allocation 2013-14 in crore of Rs.
1	Sarva Shiksha Abhiyan(SSA)	8079.2
2	Mid Day Meal Scheme(MDMS)	3917.5
3	Mahila Samakhya	58
4	Rashtriya Madhyamik Shiksha Abhiyan(RMSA)	3647.2
5	Scheme for setting up of 6000 Model Schools at Block level as Benchmark of Excellence	900
6	Scheme for construction and running of Girl's Hostel for Secondary and Higher Secondary Schools	405
7	Scheme of Vocationalisation of Secondary Education at +2 level	72.09
8	Scheme of ICT @ School	315
9	Inclusive Education for the Disabled at Secondary School (IEDSS)	45
10	Strengthening of Teachers' Training Institutions	449.39
11	Adult Education and Skill Development Scheme	514.8
12	Scheme for Providing a Quality Education in Madarsas (SPQEM)	157.5
13	National Means cum Merit Scholarship Scheme	63
14	Scheme for Infrastructure Development in Minority Institutions (IDMI)	45
15	National Scheme for Incentive to the Girl Child for Secondary Education	90
16	Appointment of Language Teachers	5.22
17	Pre-matric Scholarship Scheme	174.27

Budget Report 2013

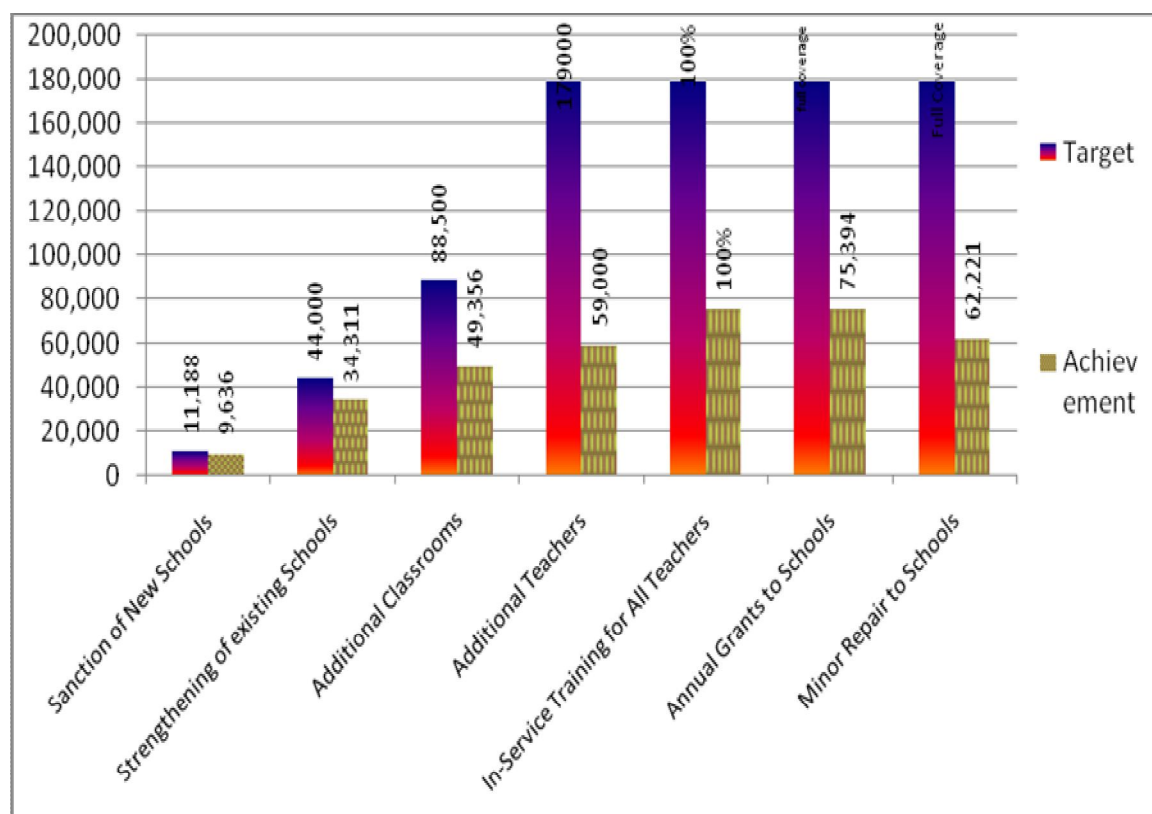


Chart 1: Quality Education achievement through RSMA

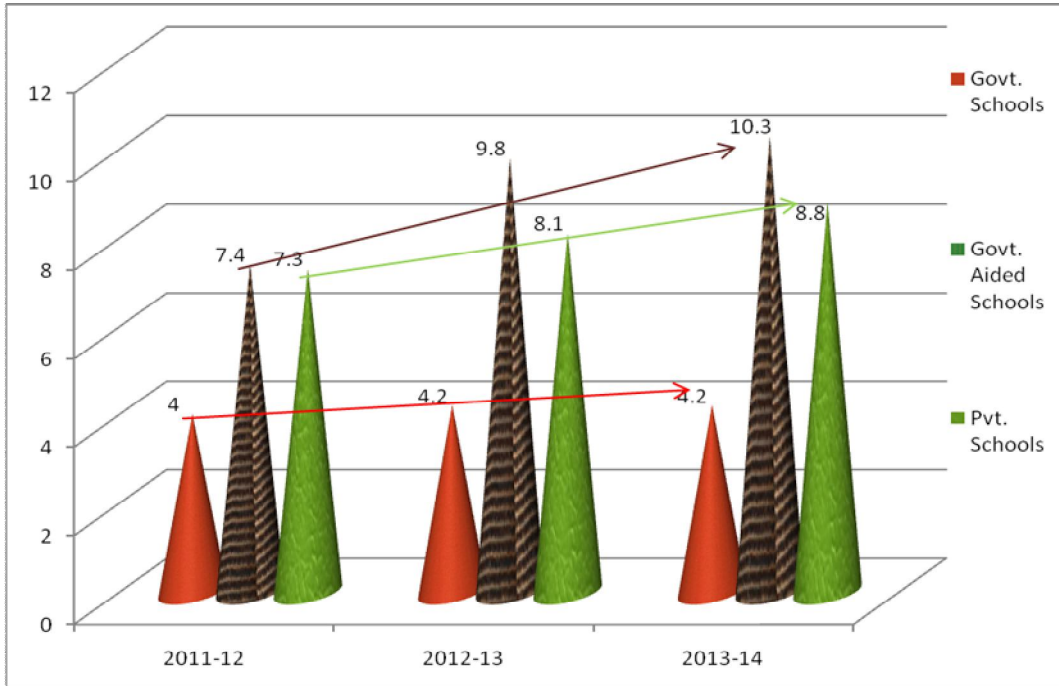


Chart 2: Average No. of Teachers per School in India

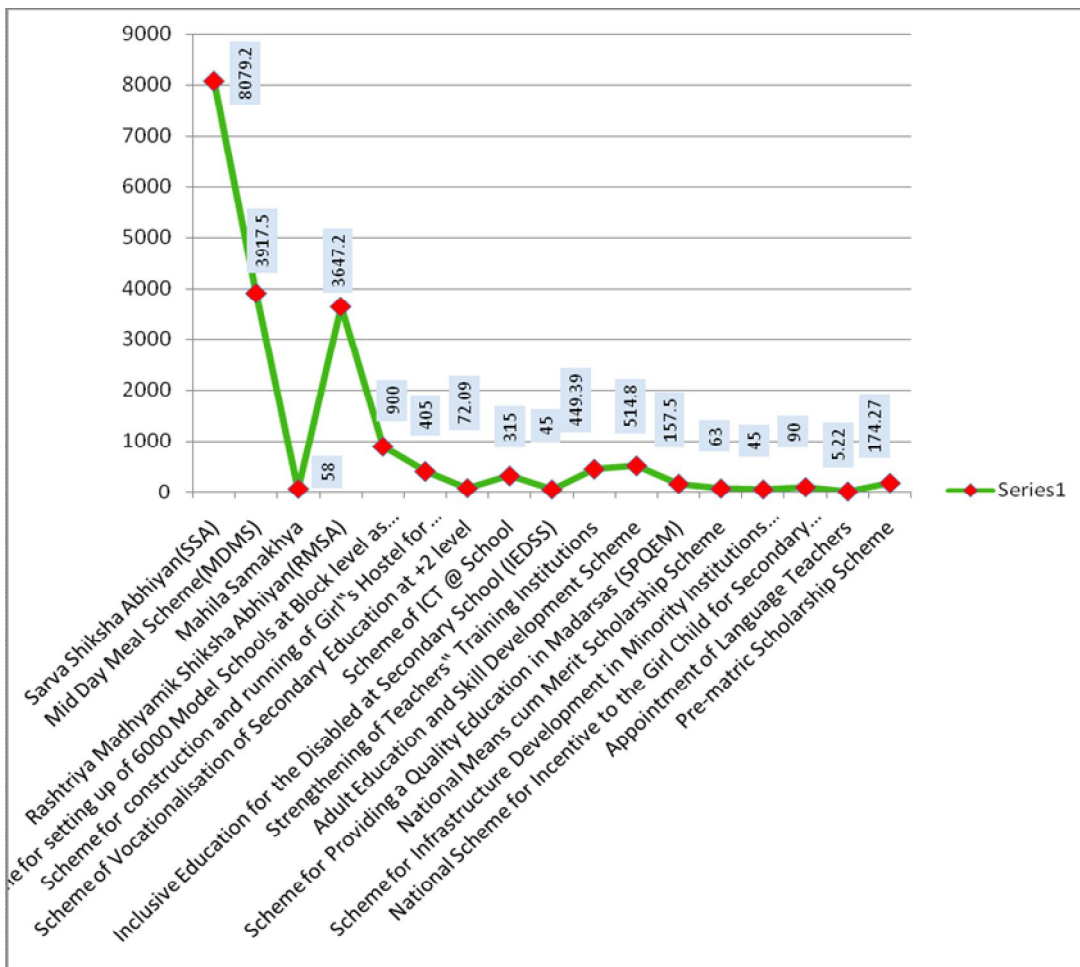


Chart 3: Distribution of fund for quality education by Govt.

Quality education achievement through RSMA shows that plan got success in different terms. 86.12% new schools sanctioned. Success % to strengthen existing schools is 77.97%. Target of additional classrooms is achieved 55.76% while additional teachers reached up to 32.96%. Teacher's training aim achieved 100%.

Average no. of teachers per school in India related data shows that Govt. schools have average 4 teacher in session 2011-12 while 4.2 teacher in 2012-13 and in 2013-14. In Govt. aided schools average no. of teacher was 7.4 in 2011-12, 9.8 in 2012-13 and 10.3 in 2013-14. In private schools no. of average teacher for session 2011-12 was 7.3, 8.1 in 2012-13 and 8.8 in 2013-14.

Distribution of fund for quality education by Govt. shows that Sarv Shiksha Abhiyan got maximum fund. Rashtriya Madhyamik Shiksha Abhiyan allotted 3647.2 crore Rs. Mid Day Meal was allotted 3917.5 crore. 900 crore was reserved for model schools while Adult Education and Skill Development Scheme got 514.8 crore fund. Govt. allotted fund for establishment of girl's hostel also and allotted fund 405 crore. Strengthening of Teachers' Training Institutions got 449.39 crore in budget. Mahila Samakhya, Vocationalisation of Secondary Education, ICT @ School, Inclusive Education for the Disabled at Secondary School, Scheme for Providing a Quality Education in Madarsas, Merit Scholarship Scheme, Scheme for Infrastructure Development in Minority Institutions, National Scheme for Incentive to the Girl Child for Secondary Education, Appointment of Language Teachers, Pre-matric Scholarship Scheme also have fund in budget.

CONCLUSION

Financial contribution in extension of education has increased. Govt. is funding for quality education. Fund allotment in budget has increased by Govt. under different schemes. Our society is moving towards quality education. Parent's investment in education also increased. Nowadays parents plan student career since child hood. They invest money in such schemes that may return on time of requirement of money for higher study. Hence, increment of fund in education is supporting for quality education.

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