

## To study of Current Education System- Relevance in Practical Life

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### **Abstract**

Education is a basic need of human. From the past India was very lucky that it has a systematic organized education system called Gurukul. When other countries are not able to understand any proper language India wrote many literatures. But in mid era of British Rule Indian education system also influenced by western theme. It is requirement also in modern and globalisation scenarios. In present time India has many universities, colleges, professional learning institutions and many more. But now students face many problems. Syllabuses are change but teaching pattern is same. It is so old and impractical that students are not able to match it with practical life.

Students get many more difficulties to apply this in their working life. My study focus on these problems. Last year's facts, or yesterday's, may not have any value today. Skills learned today will soon become obsolete and new skills must be mastered. The theoretical age is gone and we are entering the technological age. We should come up with new innovative ideas so those new entrepreneurs come. If the country wants to improve the educational system, should provide more programs and workshops that can help build a well-balanced individual.

**Key words:** Education, Gurukul, British Rule, Universities, Workshop.

### **Introduction:**

India has a long history of education system. That time India had an organized education system- Gurukul. But before that the Guru- Shishya system was present, in which students were taught orally and the knowledge would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was generally free, but students from well-to-do families pay Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher provided knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine Astrology and "History". Only students belonging to Brahmin and Kshatriya communities were taught in these Gurukuls.

In recent time education system in India divide into many stages.

Pre-Primary- for the age of 3-5 years

Primary- for the age of 6-11 years

Middle- for the classes from 6<sup>th</sup> to 8<sup>th</sup>

Secondary- for the classes of 9<sup>th</sup> and 10<sup>th</sup>

Higher Secondary- for the classes of 11<sup>th</sup> and 12<sup>th</sup>

Undergraduate- Above the higher education. It takes time of three or four years.

Post graduate- After completing graduation next level is this.

## Education Governing Bodies

**The Central Board of Secondary Education (CBSE):** This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.

**The Council of Indian School Certificate Examination (CISCE):** It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a k-12 public examination conducted for those studying in class 12th.

**The State Government Boards:** Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues.

**The National Open School:** It is also known as National Institute of Open Schooling. It was established by the Government of India in 1989. It is a ray of hope for those students who cannot attend formal schools.

**The International School:** It controls the schools, which are accredited to curriculum of international standard.

## Review of Literature:

The premier work carried out by different researchers in the present research area is enlarged as under:

Sharma, H. and Goswami, V.K. (2013) The study is useful tool for developing quality and its sustenance in the realm of higher education, particularly for the poor and developing nations as well as the developed countries all over the globe.

Dharini, S. et al (2013) The study discusses the perceptions of the students undergoing higher education in a reputed institution. Motivational level of the students, transactional style and student satisfaction level influence the academic performance of the students to a great extent.

Melissa, H. (2013) The study concluded that there is a need for professionally training the students in soft skills. The training programs would be more effective if the trainers would be sent to train the teachers in their mid-career, who are engaged in the courses like soft skills / personality development.

Gafoor, S.F. and Khabeer, Q. (2013) The study concluded that the Information and Communication Technologies is essential for quality assurance in Higher Education. It can be used as a model for assessing the quality of education in colleges.

Bairagi, A. and Shrivastava, A. (2013) The study explained to create a 'common language' and maintain uniform standards across India, it is imperative to enact skeletal Central-level legislation in such a manner that it allows room for local need based innovations.

Khamkar, S.B. (2013) The study concluded that the quality of education not only depend upon the curriculum, infrastructure, aims, objectives, goal and mission, but it also depends upon the art of creating, shaping human capital into accountable, socially responsible, reliable individuals responsible to the society on the whole. Sindhvani, A. and Kumar, R. (2013) The study recommended that education can be used to infuse human values among students so as to make the world as a place of peace, security and prosperity. Chomal, V.S. and Saini, J.K. (2013) The study concluded that the introduction and development of new information technology in teaching and learning has impacted the traditional classroom activities.

The newly introduced technologies produce a greater level of interaction between and among teachers and students.

**Objectives:**

To study about past and present education system.

To study about current drawbacks of education system in India.

To study about what changes is required in Indian education system.

**Research Methodology:**

The present study has been conducted on students of schools and colleges and working persons associate with any job

**Sampling:**

The research is a descriptive type of research in nature. The sample size for the study is 50 for the students and working persons. The sample has been taken on the basis of random sampling technique.

**Data collection:**

The data has been collected with the help of Questionnaire Based Survey. The questionnaire has been filled by the students of schools and colleges and working persons.

**Education System in India: History and Present:**

After some centuries higher education system at Nalanda, Takshashila University, Ujjain & Vikramshila University started. At their art, architecture, painting, logic, grammar, philosophy, astronomy, literature, economics, political, law, medicine and many more subjects taught. Nalanda was the biggest centre and had the capacity of 10000 students. Under British Rule indigenous education was spread in the 18<sup>th</sup> century. The schools had proper classes with students. Printed books were not used in Indian schools till the 1820s or later.

The current system of education with western style was introduced by the British in 19<sup>th</sup> century, recommended by Macaulay. The British established many colleges like Wilson College, St. Xavier's College, Elphinstone College etc. The first medical college was started at Calicut in 1942-43 during World War II because of shortage of doctors for military. After war it was closed and continued by Madras Medical College. After independence, education became the sector of states affaires. The Central Government coordinate in technical and higher education and standards. From 1976, education became joint responsibility of the States and the Centre. The present education system referred by Wood's Dispatch 1854 which is known as Magna Carta of Indian education.

**Drawbacks of Current Education System:**

Every years, new schools and colleges are opened in almost all cities in India, but the quality education is still a long awaited dream for many students. This study is bring the light on main drawbacks in education system in India.

**1. Wrong Medium of Language**

Most of higher education institutions use English as a medium of teaching. But all Indians are not comfortable to use this language. In fact, most students don't even understand this language. The system of education in India should first focus on teaching using the mother tongue and move on to English upon

higher education like the Philippines emphasis on firstly on their mother tongue than teach English language to entre higher grade levels.

## **2. Low Quality Institutions**

In starting time some few institutions offered higher education, so many low quality institutions increased like mushrooms over the country. Many businessmen and politicians start colleges that offer higher education because there is a huge demand for education.

For example, in some cities there are houses that look like 3-storey apartments, and they have various small colleges offering degree level courses. So we can easily imagine what kind of education level they will be providing. There are a number of colleges in every nook and space in some cities of India that you didn't even think was a college.

It is questionable whether they are in the higher education industry because of their passion to teach or if they are simply grabbing the opportunity to gain from getting admissions as well as donations.

## **3. Rat Race**

The country's higher education system promotes a rat race. Students and similarly parents focus on the grading system. Students are taught to read and grasp thousands of books in fact they really don't understand them. The motive of students is to top the examination. Once the examination is over, the information goes out. After this if you asked about the topic, they can't explain that.

## **4. Exam Pattern:**

Most of examination pattern are very simple in context, they provide multiple choice questions or true or false. Therefore, students are bound to give their answers in limited way. So it reduces the analytical skills which is more required when they leave the higher education institution and join the workforce.

## **5. No Focus on Build a Personality**

The country's higher education system does not focus on the student quality development but on the grade. Most institutions think that academic qualification and certification from a higher education institution is far more important than a building a personality.

Most companies, however, would rather have an employee that is flexible and can work through adversities than have an employee that has good grades but no personality to show for. We can take example of any HR department personnel and they will all agree to this. They though their higher education grades are indication of a person's ability, these do not take all picture.

## **6. Education Given is Irrelevant to Job-Market**

This is perhaps the most drawback of our education system that after completing graduation in any discipline students are not able to get jobs.

It is the reason behind that is simple that the skills that are required in a job market are not present in a fresh graduate. All that a student is taught in his entire school and college life is almost redundant for job markets. Skill that is required by them is not taught in schools and colleges. Hence our education system is needed to be revamped and must be designed according to our economic policies.

## **7. No practical knowledge:**

In schools and colleges, lots of attention is given to theory and books. They completely ignored practical knowledge. When these students pass the exam, they forget all the things they have studied due of lack of

practical experience. In India, parents and teachers expect their students to score high in the exam (rather than acquiring the quality knowledge) and thus the education becomes a rat race. Practical knowledge and skill based education is still far away from the reach of students studying in schools, colleges and universities.

#### **8. Lack of Research or critical analysis:**

Problems solving skills are one of the most important things that are required when students complete their studies and look for jobs to earn money and build up their career. This can be learned by participating in problem solving projects with the use of creative and critical thinking. In India, despite the fact that we have the highest number of engineering graduates, still we lack technological innovation. Students must have capability to solve the problems and difficulties that the country is facing today. Most of the students don't have their own approach towards any problem and they do so only on the instruction of their parents, teachers, neighbours and friends.

#### **9. Absence of Entrepreneurship development scheme:**

The majority of the students want to get a job after finishing their education. They are not interested to start their own business because they have not quality to view themselves as a challenger businessman. They can't become a business person and face the challenges of their business. The absence of Entrepreneurship abilities is faltering the progress of our country in several fields.

#### **10. Cast reservation and paid seat:**

In Indian education system, seats are reserved for reserved cast and rich students. The education system should give equal chance to all students irrespective of their cast and creed but the seats are taken by reservation system and donation based system not by the quality. It is a surprise factor that doctor and engineers are made by cast system not by talent. In India, the child of good a rich family gets good education just because of ample money whereas the child of a poor family hardly gets the primary education. Education became too expensive that poor can't imagine for high and professional education.

#### **11. Outdated syllabus:**

There is an urgent need to change the present system of higher education in the country. We need to ensure quality in education as well as quantity. Present syllabuses are too old and outdated that it's not fulfilling the current working requirement. Students are getting the knowledge from outdated syllabus. Lots of technological and scientific improvements are taking place in India and therefore the courses are Graduate and post graduates must be updated as per the industrial and technological development.

#### **12. Other problems:**

Many schools and colleges use foreign languages as the medium of instruction which hampers the natural educational growth of millions of students who are not at home in foreign languages

Too much importance to examination and Political interference in schools and colleges

Rapid increase of irrelevant college and universities.

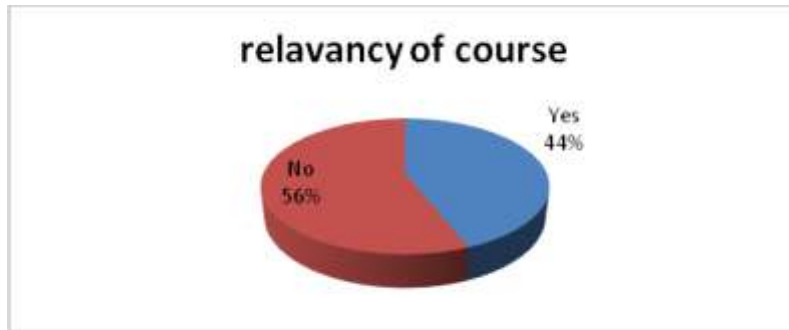
Absence of library, laboratory and other facilities in schools and colleges and

Does not focus on physical activities.

#### **Data Analysis and Interpretation:**

1. Do you think your book course was relevant to your working life?

S.No	Relevancy of course	No. of respondents	Percentage
1	Yes	22	44%
2	No	28	56%



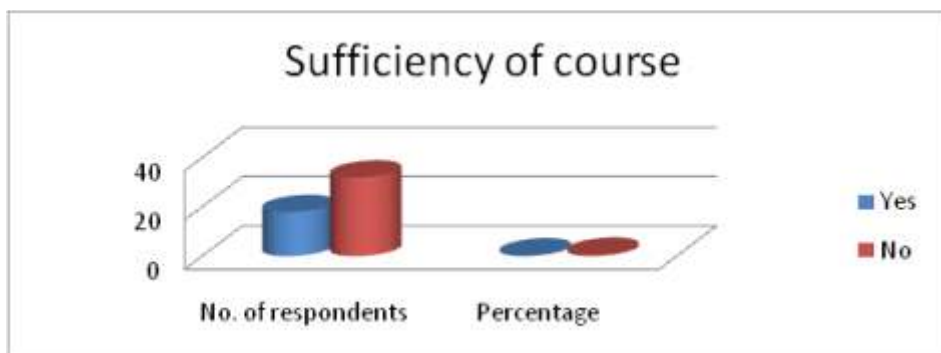
#### Interpretation-

44% respondents said that their book course is relevant to their working life.

56% respondents are not agreeing that their book course is relevant to their working life.

1. Do you think your book course (syllabus) is sufficient?

s. no.	Sufficiency of course	No. of respondents	Percentage
1	Yes	18	36%
2	No	32	64%



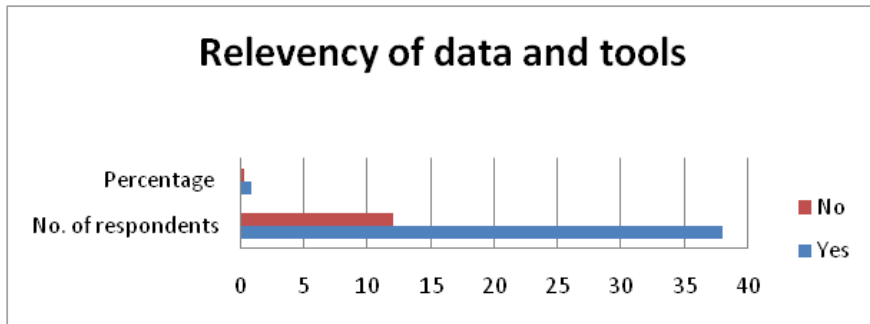
#### Interpretation-

36% respondents agree that their syllabus is sufficient.

64% respondents are not agree that their syllabus is sufficient.

3. Are some data/ tools are too old that is not relevant in present days?

S.No.	Relevancy of data	No. of respondents	Percentage
1	Yes	38	76%
2	No	12	24%



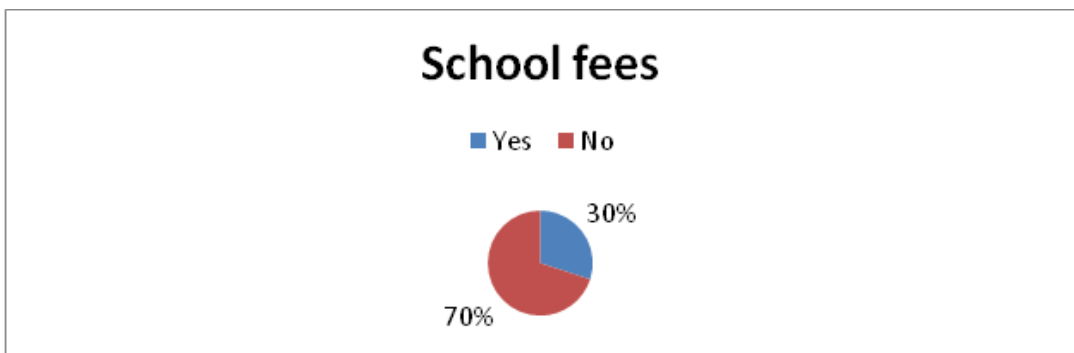
#### Interpretation-

24% respondents said that methods are relevant according to present days.

76% respondents said that methods are too old. That is not relevant to present working conditions.

4) Do you think that current school fee is according to their service?

s. no.	School fees	No. of respondents	Percentage
1	Yes	15	30%
2	No	35	70%

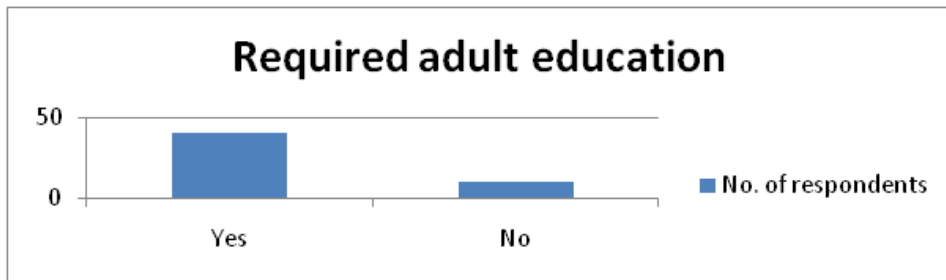


#### Interpretation-

30% Agree that current school fee is according to services whether 70% disagree with this. They think it is much more what they give. Although students are required coaching.

5. Is there any requirement of adult education?

s. no.	Required adult education	No. of respondents	Percentage
1	Yes	40	80%
2	No	10	20%



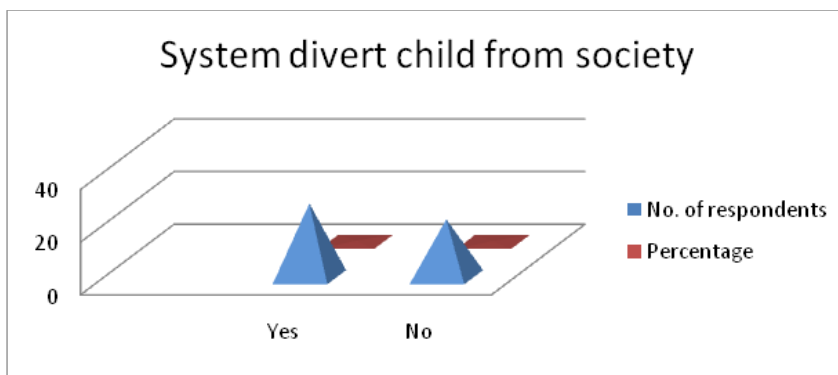
#### Interpretation-

80% respondents agree that adult education is required.

20% respondents said that there is no need of adult education.

6. Is our current education system cut child from our society?

s. no.	System divert child from society	No. of respondents	Percentage
1	Yes	28	56%
2	No	22	44%



#### Interpretation-

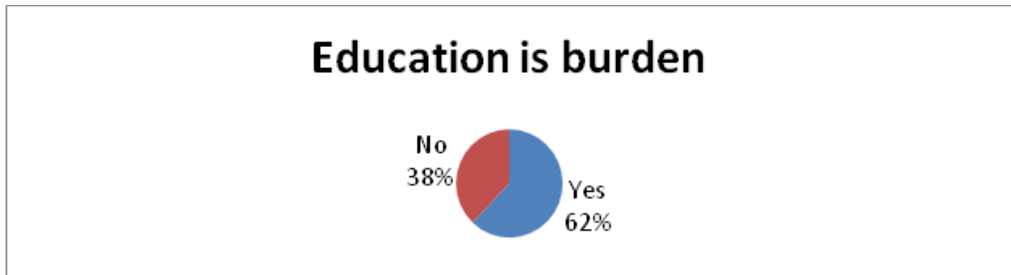
65% agree that current education system cut our child from our society.

44% people think that education system is not responsible for this.



7. Is current system creates burden not knowledge?

s. no.	Burden or knowledge	No. of respondents	Percentage
1	Yes	31	62%
2	No	19	38%



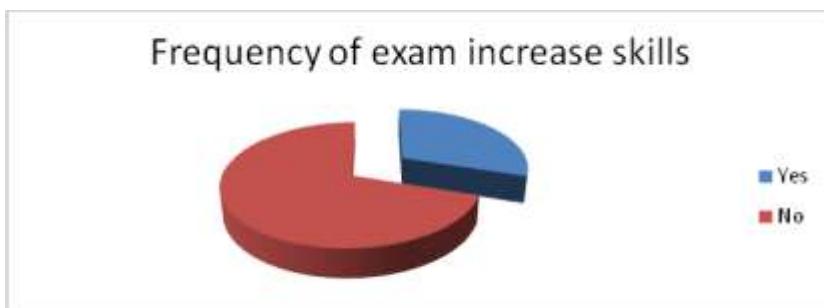
#### Interpretation-

62% respondents agree that current education system creates burden, not knowledge.

38% respondents agree that current education system creates knowledge, not burden.

8. Do you think that frequently exams increase your skills?

s. no.	Frequency of exam increase skills	No. of respondents	Percentage
1	Yes	15	30%
2	No	35	70%



#### Interpretation-

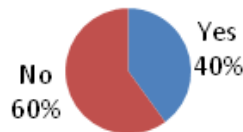
70% respondents said that frequent exams do not increase skills. In fact it creates stress among students.

30% respondents said that frequently exam increase skills.

9. Is today's exam pattern is enough to check your ability?

s. no.	Exam pattern	No. of respondents	Percentage
1	Yes	20	40%
2	No	30	60%

### Exam pattern check ability



#### Interpretation-

60% respondents said that today's exam pattern is not enough to check ability.

40% respondents said that today's exam pattern is enough to check ability.

#### Conclusion:

Our high schools design students for college, not for the real life. Parents and institutions are influenced by society and they want their children to reach on top by grade not by quality and it is the symbol of success, that is, academics becoming a polished professional, achieving a status that is not based on working life. The problem is, this standard does not create job skills they need to enter the real world.

From the beginning of man to the late 1800s, an educational institution was the only source of information and attending them was the only way to acquire information. Times have changed. Today, we have requirement of that type of education system that provide students actually technical skills not only theoretical knowledge. Last year's facts, or yesterday's, may not have any value today. Skills learned today will soon become obsolete and new skills must be mastered. The theoretical age is gone and we are entering the technological age.

We need to invest much more and have an intensive and proper supervision of primary and high school education than wrongly focusing on higher education and research at the top level, at this time.

#### Suggestions and recommendations:

##### Requirement of Creativity

If the country wants to improve the educational system, they should provide more programs and workshops that can help build a well-balanced individual.

Schools and colleges must pay attention to case studies, research based assignment and problem solving project so that students can get the fresh ideas about their surroundings and can easily solve the problem they face.

#### Updated knowledge

The curriculum of some of the colleges/universities is more or less obsolete and do not equip students with the necessary skills or impart latest knowledge. Unfortunately, they give lack of technical knowledge in the courses of education, students are found wanting in the desired skills and technical soundness. To address this issue, we may think of strengthening the vocational streams in schools/colleges. I urge the universities/schools/colleges to regularly revisit their curriculum by involving experts from different fields so that the curriculum can lead to knowledge development. There is a need to encourage teachers to participate by presenting research papers in seminars/workshops/conferences and receive periodic trainings for updation of knowledge/skills.

### **Making education affordable**

In India, if education has to reach all deserving students, it should be made affordable. The fee structure in Government owned/sponsored institutions is inexpensive in India. However, in some private sector institutions, which have the freedom to prescribe fee structure and despite broad guidelines from certain state governments, fees are beyond the capacity of poor and deserving students. Ideally, the fee structure should vary for such economically weaker students.

### **Ethics and Morality should be part of education**

The most important objective of any educational institution should be to give ethical values besides imparting knowledge and skills. Today, this basic human quality is slowly goes down.

### **Educational loans**

Reduce default of education loans. In the same side, as education has to be made affordable to all deserving and poor students, there is a strong need for educational institutions not to over-commercialize education but to uphold ethics in the business of education as well. Over exploitation should be avoided.

### **Education based on Entrepreneurship skill**

Our education system should be such that it should generate enthusiasm to become a business person and it should also produce scientist, writers, thinkers, designers etc only that India can be knowledge based economy and claim to be regarded as superpower.

### **Practical Based Learning**

Creating working groups, within education organizations, with the aim of advancing authentic student learning. Leverage the internet to create online tools and resources that offer innovative teaching strategies to help engage students. Help teachers understand and practice authentic teaching and learning to help students' master skills and standards.

### **Not only based on English**

Our education not only based on English. We should promote our mother tongue also so average students understand higher studies easily.

We should first focus on the child's core skills.

### **Government Intervention**

If the government wants to get a higher education GER, they should focus on regulating the incorporation of educational institutions. They should ensure that the higher education institutions in the country are there for the right purpose and not just to make a good profit.

### **Exams should be Analytical Based**

Higher education should make a way to improve students' analytical skills by providing other means of gauging a student's intellectual capacity. One good way to achieve this, is by considering the examinations conducted by private companies in screening their potential employees.

Some companies actually let their applicants go through scenarios in order to gauge their decision making and analytical skills. Adopting this in the higher education system can be very beneficial for new graduates, in landing their first jobs.

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