

A Critical Analysis of the System of Education in India

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Abstract: *In the Indian school system, academics are given more weight. It's an exam system, not an instructional one. Why are the movies remembered, while our chapters are not? The education system in India needs a lot of adjustments. India's educational system need to be learning centric rather than exam centric. It's critical to let children choose the subjects that pique their attention. Instead of learning via long books and lectures, kids should be made to speak in groups and express their thoughts on a variety of topics. Instead of only taking notes from the teacher and textbooks, students should be required to do independent research using books from the library and the Internet and then present their results to the class. As a consequence, they will develop constructive reading habits, confidence, and an openness to criticism. It will also help them develop their critical and analytical reading skills. Children will remember what they have learnt when it is applied in real life. They must be taken on field trips to locations such as botanical gardens, planetariums, museums, labs, and excavation sites so they may study and interact with specialists in a range of areas. It will also enable them to communicate more effectively. This article's author wants to focus on the foundational structure of education in our country*

Keywords: Curriculum, Pedagogy, Infrastructure

I. INTRODUCTION

Students in India used to want to be taught at a teacher's (Guru) home as part of the Gurukula educational system. He would reside at the guru's home and assist with all household chores if the guru accepted him as a student. This taught the student all there is to know about managing a home and strengthened the bond between the instructor and the pupil. The boy was taught anything he want to study by the guru, including mathematics, philosophy, Sanskrit, and sacred texts. The student remained for as long as she wanted to or until the teacher thought he had covered all that needed to be covered. Not only was education not limited to mere memorization, but it was also intricately linked to the natural world and daily existence.

Thanks to Lord Thomas Babington Macaulay, Indians were introduced to the English language and the modern educational system in the 1830s. The only "modern" disciplines taught in the curriculum were science and arithmetic; metaphysics and philosophy were deemed superfluous. The strong bond between the instructor and the student as well as the connection to the outside world were severed when education was limited to schools.

Founded in 1921, the Uttar Pradesh Board of High School and Intermediate Education included Central India, Rajputana, and Gwalior. It was the first board in India. The Board of Intermediate and High School Education in Rajputana was founded in 1929. A few states later created boards. However, the board's official name was changed to the Central Board of Secondary Education (CBSE) in 1952 when its constitution was changed. The Board oversaw all Delhi schools in addition to a few other areas. For every school it was associated with, the Board was in responsible of formulating the curriculum, choosing textbooks, and creating the testing schedule. Thousands of schools in India and other nations, such Afghanistan and Zimbabwe, are now associated with the Board.

Pre-Primary education: The pre-primary years are fundamental to a child's knowledge, skills, and conduct. After completing their pre-primary education, children in India are sent to primary school; nevertheless, this is not a fundamental right. However, in rural India's tiny villages and metropolitan regions, pre-primary institutions are rare. On the other hand, the pre-primary education market in cities and major towns is crowded with well-established companies. Preschool enrollment is barely 1% of children under six, despite the fact that smaller towns and cities are seeing a sharp

increase in the demand for preschools. For younger children, playgroup: Attending play schools exposes kids to a wide range of foundational learning activities that enable them quickly become independent and acquire self-help abilities including feeding, dressing, and housekeeping. Two or three years old is the minimal age required to attend a nursery. Nursery: Activities at this level help kids refine their mental and physical abilities as well as develop their talents. Children between the ages of three and four are admitted to the nursery. LKG: Another term for it is the Junior Kindergarten (Jr.KG) level. Four to five years old is the age range for LKG admission. UKG: Another term for it is Senior Kindergarten (Sr.KG). Students between the ages of five and six are admitted to the UKG. Early childhood education prepares and supports children in the LKG and UKG years to easily assimilate material in later school and college years on an emotional, cognitive, social, and physical level. Preschool education in India is delivered via a rigorous process that seeks to best serve the interests of young students by conveying knowledge in the most efficient way possible. Instructors put a lot of effort into making sure that students like studying, and they do this by offering a straightforward and interesting curriculum.

Primary Education: In India, there is no cost associated with receiving an elementary or middle school education (lower primary, Standards I through V, and upper primary, Standards VI through VIII). While middle and upper primary learning concludes at age fourteen, basic schooling begins at age six. Education is provided by both state-run and private schools; however, private schools can lack the facilities and infrastructure of government-run establishments. By grade three, the majority of pupils are studying English as a second language and the majority of primary schools use the regional language as their medium of instruction.

Secondary Education: Secondary education begins in grade 9 and finishes in grade 12. "Standard X" refers to General/Lower Secondary School, while "Standard XII" refers to Upper/Senior Secondary School. These two two-year cycles make up the secondary level. Even if private schooling is becoming more and more common at the secondary level, public institutions still provide free education. Public tests are administered at the end of each cycle to provide admission to programs at the university and grade 11 levels, respectively. Lesser secondary schools in India provide a broad curriculum that includes work/pre-vocational education, social sciences, science and technology, mathematics, art, and physical education. There are three available languages: English, the optional language, and the regional language. Secondary schools must provide the Secondary School Certificate after grade 10, which is overseen by Central or State boards.

Based on their achievements in the first two years of secondary school as well as their SSC marks, students may be accepted to Senior/Upper Secondary School. Science, commerce, and the arts and humanities are just a few of the "streams," or specializations, that upper secondary school students may choose from. Education is administered by both schools and two-year junior colleges, which are often affiliated with universities or other degree-granting organizations. The Higher Secondary Certificate Examination curriculum is set by the 31 secondary school boards. The most popular Standard XII examination is the HSCE, although there are other tests as well, such as the All-India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate, and Pre-University Certificate.

Vocational Education: Many young people who choose not to pursue tertiary education or who drop out of high school enroll in vocational schools sponsored by private companies that provide specialized courses. In contrast to highly specialized education in the US, vocational and technical education offers a broad overview of knowledge relevant to the job. The offered curriculum consists of a language course, foundation courses, and electives, of which half are practical in character. Exams are given upon program completion by the State Boards of Vocational Education and the All India Boards of Vocational Education.

Tertiary Education: India's highly organized higher education system has seen substantial modifications since it was established in 1947. The majority of the educational policies that are always changing have their roots in the British educational system.

University education is overseen by the University Grants Commission (UGC), which is also in charge of money distribution, institutional recognition, and the promotion of higher education in India. The National Accreditation and Assessment Council (NAAC), established by the UGC, uses an alphabetical grading system ranging from A++ to C to assess institutions and universities. The assessment and accreditation provide as evidence that the particular establishment

complies with the NAAC's quality standards and as a general framework for assessing an institution's quality status. Participation in the NAAC accreditation process is completely voluntary.

The All-India Council of Technical Education (AICTE) was also established to oversee quality control in technical education and oversee the establishment of new private professional schools. All authorized institutions are members of the Association of Indian institutions (AIU), which is vital to information exchange and serves as a consultant to the government, UGC, and the universities themselves.

There are several different types of postsecondary educational institutions in India, such as Central, State, and Open Universities, Deemed Universities, and Universities of National Importance. About 80 percent of students complete their studies in affiliated schools, where the curriculum, tests, and degree are created and awarded by the university. There are also component and independent colleges; these are less common, but they have greater latitude in terms of curriculum development and student assessment.

Test results are the primary determinant of university entrance, and completion of the Standard XII years of study is often necessary for admission to undergraduate programs. Most bachelor's degree programs in the fields of social studies, science, the arts, and commerce last three years. Polytechnics provide two- to three-year diploma programs that lead to an Advanced or Post Diploma. These degrees are often offered in specialized engineering or technological subjects. Professional bachelor's degrees in fields like medicine, architecture, law, and so on might take four to five years to get, depending on the topic.

A bachelor's degree (three or four years, depending on the area) must be completed with a passing grade of at least a Second Class in order to be eligible for graduate programs (Master's, Post Graduate Diplomas, MBA, etc.). Postgraduate management degrees are commonly accessible from non-university institutes in India. They span two years and are similar to an MBA. Doctorate degrees involve study and a thesis or dissertation, and they take at least two or three years to finish.

The Choice Based Credit System (CBCS) was introduced by the UGC in 2015 with the goal of giving students more autonomy and choice and encouraging a more interdisciplinary approach to education. The reform also included the adoption of a standardized 10-point grading system and evaluation process. Since the system's introduction, both students and administrators have closely examined it, pointing out that although it grants freedom and choice, the architecture of the educational system may not be robust enough to support the changes. Open and distance learning: Alternatives for continuing education at the school level are provided by the National Institute of Open Schooling (NIOS) for people who were unable to complete their education. In secondary and higher secondary education, 14 lakh students are enrolled via distance and open learning. Some state governments launched "STATE OPEN SCHOOL" in 2012 to provide distance learning.

Postsecondary distance study is governed by the Indira Gandhi National Open University (IGNOU). It supports over 15 lakh students altogether via 53 regional centers, 1,400 study centers, and 25,000 counselors. The Distance Education Council (DEC), an IGNOU body, oversees 119 institutions of correspondence courses at conventional universities and thirteen State Open Universities. The bulk of distant learning institutions still need improvement in terms of both performance and standards, despite a sharp rise in their number. Many distance learning courses are provided without the requisite physical and human resources. These disparities must be addressed immediately.

II. CONCLUSION

Improving the Indian educational system is now imperative and a huge task. The majority of what our students are now learning is superfluous. A curriculum that emphasizes skills must be taught to pupils rather than having them remember large quantities of theory. Helping children learn by doing should be our primary objective, and we need to communicate relevant information to them. Much time that might be spent studying is wasted on textbooks that contain false information. Conventional schools also lack any structure to assist students in discovering their abilities outside of the classroom since we put so much focus on academics and marks.

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