



Students Perception on Indian Education System

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Abstract: *It is said that in an Indian education, a student's marks decide the outcome and not the skill and it's very true. Indian Education system is intense more on the marks that a student has acquired rather than giving importance to the skill or competency that has been built. Rather than training the student and imparting long lasting knowledge, the education system is fixated on the student's retention and rote learning abilities. Even the examinations are based on the same value. The curriculum of schools and higher educational institutions is also based around clearing an exam and getting a job rather than all round and skill development of student. Learning is secondary. This research paper focuses on how Indian Education system is heavily dependent on marks and learning rather than skill development and creating competency.*

Keywords: Competency, retention powers, rote learning

I. INTRODUCTION

Education is the process of receiving or acquiring systematized knowledge. It is not confined to school or college, but education is addition in the skill and knowledge through any source. India is a land rich in not only culture and history but also its Educational history. In ancient India, majority of the education system was influenced by the Hindu religion which was passed on from one generation to another. Ancient times did not see any formal education system. Some years later came the Vedic system which revolved around Vedas, vedangas & upnishads. The society or the administration did not have any say and could not interfere in the education systems. The students were supposed to leave their homes and live with their Guru (teacher) in the Gurukuls for the entire duration of the study. These Gurukuls focused on each individual's skills and abilities, enhancing them to the fullest. Gurukuls also helped the students to learn the art of living which is a much greater need than math and science. Debates, discussions and skill development were an eminent part of the Ancient education system. Teaching in groups was a common practice but students were taught individually as well based on the capabilities and aptitude of the students. Oral recitation was the basic medium of imparting knowledge and was practiced through various methods like introspection (listening, contemplation and concentrated contemplation), storytelling, memorization, critical analysis, practical study and seminars. Earlier education saw more of analytical use and value inculcation. Now-a-days modern education is based on rote learning and writing all that down in that written examinations. The focus is on getting marks by cramming and not on understanding. The education system is now a mere tool for getting good marks and job whereas the actual objective of education should be skill and personality development. In a bid to score high, a student usually memorizes things rather than understanding the root cause of that thing. And once an exam is over, the student is blank about the subject to a great extent. Education has lost its essence as a tool for enhancing skill, understanding and knowledge. The education system of India not only lacks a framework or procedures to identify innate skills or a child, but it is also well geared to actually obscure and kill these talents. The system forces students to study subjects they aren't even remotely interested in.

II. LITERATURE REVIEW

Mukhopadhyay Marmar, (2002), this article is based on the total quality management in education. Education is a right of each and every citizen of India. Now a days the quality of higher education is day by day waning. Institutes do not provide better infrastructural facilities to students as well as to teachers during study. On the other hand to save cost institutes hires unqualified staff, because of that quality of higher education is declining. To recover and preserve the quality in educational institute's government has to make obligatory the total quality management program in each and

every educational institute. Quality of education is based on quality of human being. Problem in higher education is a serious issue in India and to overcome from this problems government has to take suitable action to improve the efficiency in higher educational.

According to Surnis, (2006), this article is based on the Quality Enhancement in Higher Education Today's Emerging Issue. Quality of higher education in India is deteriorating due to poor and outdated policies being continued by the Government of India, the issues of caste, gender, religion etc. Every year lakhs of people all over India are getting higher education, but the standards of education are deteriorating fast. Students are not getting jobs in the market after passing higher studies due to a lot of reasons like poor interpersonal skills, poor communication skills and poor knowledge etc. Reason behinds failures of candidates in interviews are poor quality of education.

2.1 Research Objectives

1. To analyze the success of Indian education in creativity
2. To focus on the importance of skill development in the Indian Education system.

III. RESEARCH METHODOLOGY

The following paper is descriptive in nature. It describes the nature of Indian Education System from the point of view of Students. Sampling technique is Convenience Sampling. The sample size taken is 100 students.

The Indian education system is mainly focused on producing robots that memorize all the commands and put them into action efficiently. But this is not what education is all about. Education means to impart scientific temper and question probing inquisitive skills that help in increasing the skill, logical reasoning as well as the confidence of the students. The educational institutions focus mainly on the examinations rather than training the students for future career perspective and growth. These examinations only focus on the retention power and rote learning of the students and not the actual capability of the students.

A survey was conducted from 100 students on the impact and satisfaction in regards of the Indian Education system.

1. Indian Education System helps in Skill Development Indian. According to the data collected, 31% agree that Indian Education System helps in Skill Development. And 57 % students are indifferent towards the point.
2. Indian Education system creates a sense of expression (Putting thoughts to actions). According to the data collected, 24% students agree that it creates a sense of expression among students.
3. Indian Education system develops leadership skills. According to the data collected, 29% students agree that Indian Education system develops leadership skills among the students.
4. Indian Education System aids in better communication skills. According to the data collected, 25% students agree that education helps in better communication skills.
5. Indian Education System facilitates unbiased judgment. According to the data collected, 26 % students agree that education helps in making unbiased judgments.
6. Indian Education System promotes better decision making skills. According to the data collected, 33% students agree that education helps in promoting better decision making.
7. Indian Education System helps to create an entrepreneurial mindset. According to the data collected, 71% students disagree and think that Indian education aids in promoting entrepreneurial mindset.
8. Indian Education System provides practical knowledge. According to the data collected, 75% disagree and they do not think that Indian education helps in imbibing or getting practical knowledge.

3.1 Findings from the Study

1. Students are not quite satisfied with the Indian Education System. This is because they are indifferent i.e. they are not sure if education helps in skill development, better communication skills or decision making.
2. Students agree that Indian Education System helps in better leadership ability.
3. Indian Education system does not help to propagate Entrepreneurial mindset.
4. Indian Education System does not provide practical knowledge to the student that is required for the job market.

3.2 Limitations

1. This study is confined to Nagpur City only. So results may be different if we cover other states or cities.
2. Sample size is too small to take the decision.
3. Most of the students were indifferent to the question asked to them

IV. CONCLUSION

It is time to revise the Indian Education System. It should be revised not only terms of the syllabus but also the pedagogy used to teach it to students. Theoretical knowledge has its importance but practical applicability is more important. Due to all these lapses in the Education system, a lot of Indian students prefer to study outside India, in countries like the US, Australia etc., where the education system prepares them for what they will in the mark.

From the above figure, it can be concluded that over the years, the students going to other countries from India has been increasing. There can be many factors for this outbound mobility of students, but one of the major points is the Indian Education system. **Government has taken initiative on this and new education policy is introduced in the year 2020.**

V. RECOMMENDATIONS

Some recommendation to make the Indian Education system more robust and leading to value addition are :-

1. Revision of outdated syllabus from a theory based system to a system where more emphasis is given to practical knowledge, skill development and preparation for the job market.
2. Sciences (Medical and non Medical), Commerce and Humanities are the 3 main streams a student has to chose from. There should be more options other than these three rigid streams.
3. Education should be a kind of career focused learning. This knowledge helps the student to have better idea about hat he/she is going to find in the job market.
4. There is an excessive dependence of Indian Education System on marks. Rather than considering skill and knowledge, the education system motivates rote learning and memorization.

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