

A Study of India's Failing Education System

Dr. Manorath Dahal

Assistant Professor , HOD

State Council of Educational Research and Training (SCERT)

Education Department, Government of Sikkim

Gangtok / Sikkim, India

Corresponding Author Dr. Manorath Dahal

Abstract

In Indian education, the outcome, not the skill, is determined by the student's grades. The emphasis in the Indian educational system is more on the grades that students receive than it is on the development of skills or competencies. The education system is obsessed on the student's retention and rote learning skills rather than developing them and providing enduring information. The same value is used for all assessments. The focus of the curriculum in schools and higher education institutions is also on passing exams and landing a job, rather than on the overall development of students' skills. Education comes second. 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

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I. Introduction

The act of acquiring or gaining systematic knowledge is referred to as education. Education is the addition of ability and knowledge from any source, and it is not just something that happens in schools or colleges. India is a country rich in history, culture, and educational heritage. The Hindu faith, which was passed down from generation to generation, had a significant influence on the bulk of ancient India's educational system. There was no formal schooling system in place in ancient times. A few years later, the Vedic system, which was based on the Vedas, Vedangas, and Upanishads, emerged. The government and society had no control over the educational systems and were unable to intervene. For the course of their studies, the students were required to move out of their houses and live in the Gurukuls with their teacher, or Guru. These Gurukuls concentrated on developing each person's talents and capabilities to the utmost extent. Additionally, gurukuls assisted students in developing life skills, which are far more important to master than math and science. The Ancient educational system placed a strong emphasis on debates, discussions, and the development of skills. Although it was typical to teach in groups, some pupils were also taught one-on-one depending on their abilities and aptitude. The primary form of teaching was oral recitation, which was done through a variety of techniques including introspection (listening, contemplation, and intense contemplation), storytelling, memorization, critical analysis, and practical study and seminars .

Analytical use and value instillation were more prevalent in earlier education. Today's modern education is predicated on memorizing information and writing it down for written exams. The emphasis is on cramming for exams rather than understanding. The current educational system is only a tool for gaining excellent grades and a job, but the true goal of school should be the development of skills and personalities. In order to achieve high test scores, students frequently remember information rather than understanding its underlying causes. And after an exam, the student is largely clueless about the subject. The purpose of education as a means of advancing knowledge, skill, and understanding has been lost. 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 and score high marks too.

II. Literature Review

Lakshmi Mohan, (2014) : This article is based on skills amalgamation with higher education. To upgrade the knowledge and skill, higher education is very important. People get enrolled in higher studies but they are only getting theoretical knowledge and no practical knowledge. Meaning that they are just getting bookish knowledge. Student, now days are bookworms. There is no affinity to inculcate practical knowledge in them. All the business organization runs on practical knowledge. To perform properly in any field there must be

an integration of human skills with higher education. Author wants to say that in 19th century there was not demand of practical knowledge. If the people are educated and possessing degrees that was sufficient to get job, but now trends are changed.

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.

Goel Aruna and Goel S.L, (2005) : This article is based on the issues related to secondary and higher education in India. Every year lakhs of people became graduate from various institutes but in return people are not receiving good job opportunities in the market. Providing knowledge and best placement opportunities to the students are the sole aim of every institution. Quality of education can be pick up only when the qualified staff are hired, best library facilities should be provided, poor and needy students get scholarship facilities, students get industrial visit to catch practical knowledge in a company, institutes must create audio visual room for study and for the discussion. Teacher must take lectures on PPT to give education in more simple way and regularly take PPT presentation of students to remove their stage fear.

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.

H.S Vyas, (2014) : It is based on the challenges faced by management education in India. Off course management education is very essential for the students to achieve privileged growth in their career. But the quality of such management education is day by day declining. There are various reasons for the declining of quality of management education. In the top business school numbers of students doing management education but due to internal marks criteria the quality of the education is declining. More than 25% of the marks are in the hands of teacher. Because of that nobody is file any complain against faculty during their course even though the teachers are not up to the mark.

III. Research Objectives

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

IV. 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 450 students.

: SPSS 21 has been used and analysis has been done through finding frequency.

V. Results And Discussion

The primary goal of the Indian educational system is to create robots that can efficiently remember all the commands and execute them. But education is not primarily about this. Education is teaching pupils how to think critically and with an open mind, which improves their ability to reason logically and boosts their confidence. The educational institutions place more of an emphasis on exams than on preparing students for a variety of employment opportunities. These tests don't test the students' actual abilities; instead, they solely test the students' capacity for memorization and rote learning. India's global education rating dropped to 93 in 2014.

Therefore, it is necessary to speed up India's education system reform. A survey was conducted from 450 students on the impact and satisfaction in regards of the Indian Education system.

1. Indian Education System helps in Skill Development :

Scale of Agreement	Frequency (Number of respondents)	Percent %
STRONGLY	70	15.6 %
DISAGREE		
DISAGREE	74	16.4 %
NEURTAL	109	24.2 %
AGREE	136	30.2 %
STRONGLY AGREE	61	13.6 %
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 30.2% i.e. 136 students agree that Indian Education System helps in Skill Development and 24.2% i.e. 109 students are indifferent about it.

2. Indian Education system creates a sense of reflection (Putting thoughts to actions) :

	Frequency	Percent %
STRONGLY	51	11.3 %
DISAGREE		
DISAGREE	75	16.7 %
NEUTRAL	165	36.7 %
AGREE	108	24.0 %
STRONGLY AGREE	51	11.3 %
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 36.7% i.e. 165 students are indifferent about Indian Education creating any sense of reflection within them and 24% i.e. 108 students agree that It created a sense of reflection among students.

3. Indian Education system develops leadership skills :

	Frequency	Percent %
STRONGLY DISAGREE	56	12.4 %
DISAGREE	61	13.6 %
NEUTRAL	127	28.2 %
AGREE	134	29.8 %
STRONGLY AGREE	72	16.0 %
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 29.8% i.e. 134 students agree that Indian Education system develops leadership skills among the students. 127 students i.e. 28.2% students are indifferent (neither agree nor disagree) about leadership skills being imbibed by the education system.

4. Indian Education System Aids in better Communication Skills.

	Frequency	Percent %
STRONGLY DISAGREE	51	11.3
DISAGREE	58	12.9
NEUTRAL	144	32.0
AGREE	116	25.8
STRONGLY AGREE	81	18.0
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 32% i.e. 144 students are indifferent about Indian education aiding in better communication skills and 25% i.e. 116 students agree that education helps in better communication skills.

5. Indian Education System facilitates Unbiased Judgment :

	Frequency	Percent %
STRONGLY DISAGREE	50	11.1 %
DISAGREE	65	14.4 %
NEUTRAL	164	36.4 %
AGREE	112	24.9 %
STRONGLY AGREE	59	13.1 %
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 36.4% i.e. 164 students are indifferent about Indian education aids in making unbiased judgments and 25% i.e. 112 students agree that education aids in making unbiased judgments.

6. Indian Education System promotes better Decision Making Skills :

	Frequency	Percent %
STRONGLY DISAGREE	53	11.8 %
DISAGREE	68	15.1 %
NEUTRAL	149	33.1 %
AGREE	114	25.3 %
STRONGLY AGREE	66	14.7 %
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 33.1% i.e. 149 students are indifferent about Indian education aids in promoting better decision making and 33% i.e. 149 students agree that education aids in promoting better decision making.

7. Indian Education System helps to create an Entrepreneurial Mindset.

	Frequency	Percent %
STRONGLY DISAGREE	67	14.9 %
DISAGREE	131	29 %
NEUTRAL	121	27 %
AGREE	66	14.7 %
STRONGLY AGREE	65	14.4 %
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 29% i.e. 131 students disagree and do not think that Indian education aids in promoting entrepreneurial mindset.

8. Indian Education System provides Practical Knowledge.

	Frequency	Percent %
STRONGLY DIASAGREE	88	19.5 %
DISAGREE	112	25
NEUTRAL	81	18
AGREE	101	22.5
STRONGLY AGREE	68	15
TOTAL	450	100.0 %

Source: Primary Data

According to the data collected, 25% i.e. 112 students disagree and they do not think that Indian education helps in imbibing or getting practical knowledge.

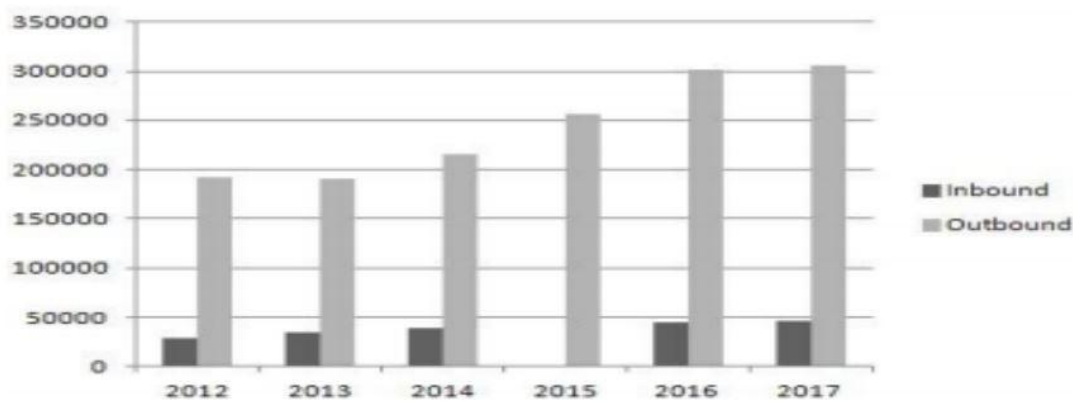
VI. Findings

1. The Indian Education System does not completely satisfies students. This is due to their lack of interest, or their uncertainty as to how education affects the development of skills, improved communication, or decision-making.
2. Students generally concur that the Indian educational system fosters improved leadership skills.
3. It was noted that the Indian educational system does not support the spread of an entrepreneurial attitude.

The Indian educational system does not give students the practical knowledge needed for employment.

VII. Conclusion

Modification of the Indian educational system is necessary. The pedagogy utilized to teach it to students as well as the terms of the syllabus should be updated. Although theoretical understanding is vital, actual application is more crucial. Many Indian students prefer to study outside of India in nations like the US, Australia, etc. where the educational system better prepares them for what they would encounter in the marketplace due to all these flaws in the Indian educational system.



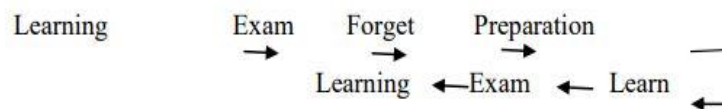
Source: Student inbound and outbound mobility with respect to India (UNESCO, 2018)

The above statistic indicates that there have been more Indian students travelling to other nations over the years. There may be a variety of causes for this student out-migration, but the Indian educational system is one of the main ones.

VIII. Recommendations

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

1. Update the outdated curriculum from a theory-based approach to one that places more of an emphasis on practical knowledge, skill development, and job market readiness.
2. The three main streams a student must choose from are humanities, commerce, and sciences (medical and non-medical). Other than these three fixed streams, there ought to be other possibilities.
3. Learning that is centred on a career should be a part of education. This information gives the learner a better understanding of what to expect in the employment market.
4. The Indian educational system relies far too much on grades. The educational system rewards memorization and rote learning over skill and knowledge.



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CONFLICT OF INTERESTS

The author declares there is NO CONFLICT OF INTERESTS .

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