Education System in India: Issues & Challenges

Miss. Preeti Sharma
Faculty
Dept. of Commerce
Post Graduate Govt. College
Sec-46, Chandigarh-
Email Id: cancerian_virgo@yahoo.in

Mrs. Preeti
Faculty
Dept. of Commerce
Post Graduate Govt. College-
Sec 46, Chandigarh
Email Id: preetisatsangi0@gmail.com

Abstract

It is correctly said that knowledge is the food for man because in absence of knowledge man cannot grow his food. Today, every country of the world is trying to be developed in every possible way. Every country whether it is a developed or developing, they both want to progress in a scientific way. They want to reach on the top of developments. But all countries know it better that whether the problem of poverty or corruption cannot be removing the problem of illiteracy.

All our leaders and educators are trying to get over this problem but, find them unable to do so. And this all is happening due to our sick and insufficient education policies. And when our policies fail, we curse to others like population is washing our efforts and corruption has eaten up our system. In this context when we talk about education and its contemporary issues.

The first aim of our education was all round development of a child, but it is quite apparent that all round development is like a day dream because the current system is not developing even a single ability in the child. The present paper endeavors to study the challenges and issues that are being faced by the Indian youths and before this we will discuss that what are the aim and objectives of our education and then we should search the reason of it.

Keywords: Corruption, Education, Policies, Poverty

INTRODUCTION

"Plants are shaped by cultivation and humans by education" (Unknown author)

Education, as you are aware, is vital to the human resources development and empowerment in the stages of growth of a nation. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation. While the Government is committed to providing primary education and certain facilities/subsidies for higher education, given the higher cost involved in the establishment of

higher education institutes, we are witnessing the entry of private sector to run educational institutions.

On the need for education, I wish to quote our Father of the Nation, Mahatma Gandhi, who once said that education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which compose it. The famous philosopher Einstein while discussing the need for education has projected the following fundamentals:

➢ To educate the individual as a free individual; to understand and use critical thinking skills.

➢ To educate the individual as a part of society – virtually all our knowledge, our clothes, our food is produced by others in our society, thus, we owe Society and have responsibility to contribute back to Society.

➢ Through education, knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statute of marble which stands in the desert and is continually threatened with burial by the shifting sand. The hands of service must ever be at work, in order that the marble continue to lastingly shine in the sun.

EVOLUTION OF INDIAN EDUCATION SYSTEM

A. BEFORE INDEPENDENCE

Traditional Hindu education served the needs of Brahmin families: Brahmin teachers would teach boys to read and write. Under the Moguls, education was similarly elitist, favoring the rich rather than those from high-caste backgrounds. These pre-existing elitist tendencies were reinforced under British rule.

British colonial rule brought with it the concept of a modern state, a modern economy and a modern education system. The education system was first developed in the three presidencies (Bombay, Calcutta and Madras). By linking entrance and advancement in government service to academic education, colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. In the early 1900s, the Indian National Congress called for national education, placing an emphasis on technical and vocational training. In 1920 Congress initiated a boycott of government-aided and government-controlled schools and founded several 'national' schools and colleges. These failed, as the rewards of British-style education were so great that the boycott was largely ignored. Local elites benefited from the British education system and eventually used it expel the colonizers.

Nehru envisaged India as a secular democracy with a state-led command economy. Education for all and industrial development were seen as crucial tools to unite a country divided on the basis of wealth, caste and religion, and formed the cornerstones of the anti-imperial struggle. Following Independence, school curricula were thus imbued with the twin themes of inclusiveness and national pride, placing emphasis on the fact that India's different communities could live peacefully side by side as one nation.

The legacies of this Nehruvian approach to education are considerable; perhaps most notable is the entrenchment of the pluralist/secularist perspective in the minds of the

Indian people. Subsidized quality higher education through institutions such as the IITs and IIMs formed a major contribution to the Nehruvian vision of a self-reliant and modern Indian state, and they now rank amongst the best higher education institutions in the world. In addition, policies of positive discrimination in education and employment furthered the case for access by hitherto unprivileged social groups to quality education. It has been argued that while access for some marginalized communities continues to be limited, the upward mobility of a few Dalit and tribal households resulting from positive discrimination in educational institutions and state patronage has created role models that help democracy survive in India.Exhibit:1 indicates that the overall improvement in literacy in post dependent India has been at 48%.

Exhibit 1: LITERACY RATES IN INDIA SINCE INDEPENDENCE
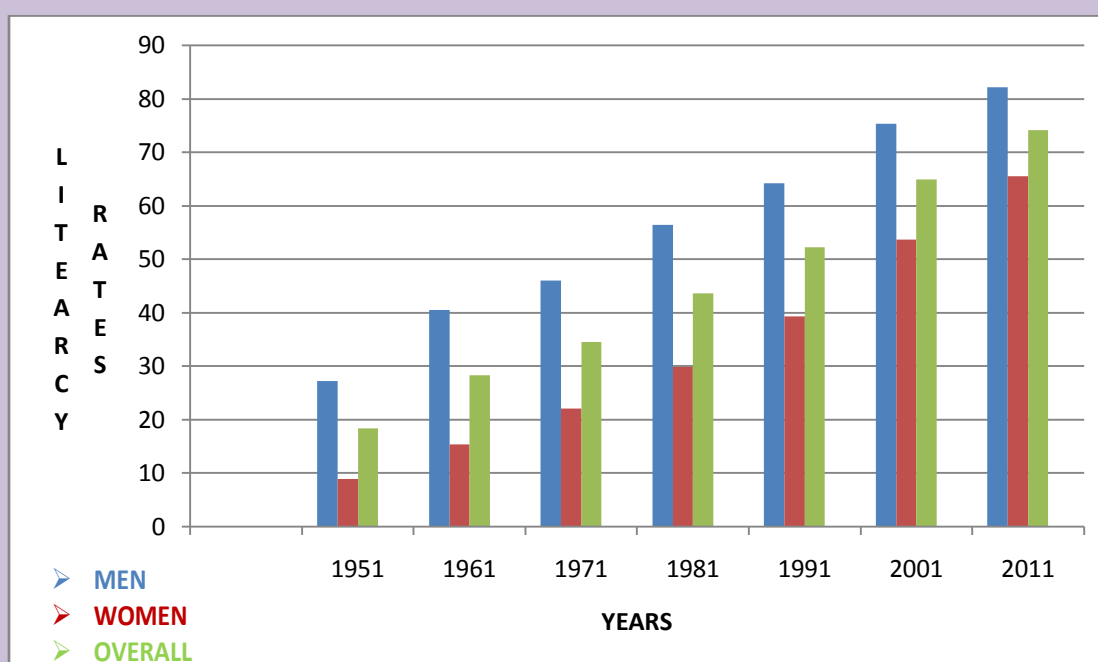
B. POST INDEPENDENCE

Drawing on Nehru's vision, and articulating most of his key themes, the Kothari Commission (1964–6) was set up to formulate a coherent education policy for India.1 According to the commission, education was intended to increase productivity, develop social and national unity, consolidate democracy, modernize the country and develop social, moral and spiritual values. To achieve this, the main pillar of Indian education policy was to be free and compulsory education for all children up to the age of 14. Other features included the development of languages (Hindi, Sanskrit, regional languages and the three-language formula2), equality of educational opportunities (regional, tribal and gender imbalances to be addressed) and the development and prioritization of scientific education and research. The commission also emphasized the need to eradicate illiteracy and provide adult education.

India's curriculum has historically prioritized the study of mathematics and science rather than social sciences or arts. This has been actively promoted since the Kothari Commission, which argued that India's development needs were better met by engineers and scientists

than historians. The perception has remained that students only study social science or arts subjects as a last resort, though recently commerce and economics have risen in stature.

The Right of Children to Free and Compulsory Education Bill, 2008

The Constitutional (Eighty Six) Amendment Act, 2002, notified on 13 December 2002, inserted Article 21-A in the Constitution, which provides that ''the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine'.

PRESENT EDUCATION SYSTEM IN INDIA

It can be divided into following parts**:**

➢ **Pre-Primary** - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.

➢ **Primary** - It includes the age group of children of 6-11 years studying in classes from first to fifth. Middle - It consists of children studying in classes from sixth to eighth.

➢ **Secondary** - it includes students studying in classes ninth and tenth. Higher Secondary - Includes students studying in eleventh and twelfth classes. Students choose their subject choice in eleventh class and he/she continues his/her further study in that particular area.

➢ **Graduate** - Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a graduate degree in other steams can be attained in three years.

➢ **Postgraduate** - After completing graduation a student may opt for post graduation which is normally of two years. It also includes post graduate diploma in specialized fields.

➢ **Postgraduate Onwards**- Students go for PhD in their interest research area.

EDUCATION GOVERNING BODIES IN INDIA

➢ **National Council of Educational Research and Training** – NCERT is the apex body for curriculum related matters for school education in India.

➢ **Central Board of Secondary Education** - The board conducts final examinations every spring for All India Senior School Certificate Examination (AISSCE) for Class 10 and 12. The board also annually conducts the AIEEE exam for admission to undergraduate

courses in engineering and architecture in numerous colleges of India. It also conducts AIPMT – All India Pre medical Test for admission to major medical colleges in India.

➢ **Council of Indian School Certificate Examination –** It conducts two examinations 'Indian Certificate of Secondary Education (ICSE) 'and 'Indian School Certificate (ISC) '. ICSE is an examination meant for those Indian students who have just completed their 10th class. ISC is a public examination conducted for those studying in 12th class.

➢ **State Government Education Boards** –These Boards conduct various types of examinations which vary from State to State but most of them conduct Middle Standard Examination, Senior Secondary Exam, and Senior Secondary – Open School, Matriculation, and Matriculation – Open School.

➢ **National Institute of Open Schooling Board** –This board meets the educational needs of students who cannot attend regular schools.

➢ **All India Council for Technical Education**-AICTE accredits postgraduate and graduate programs under specific categories at Indian institutions as per its charter.

➢ **Islamic Madrasa Education** – Islamic Madrasah Education provides Islamic studies and literature learning as essentials. The course of these schools includes literature (urdu, arabic, persian etc.), knowledge of Yunani medicine, superficial and cursory knowledge of social sciences and science.

➢ **University Grant Commission** –It provides recognition to universities and provides funds for government-recognized universities and colleges. It also conducts NET for the appointments of teachers in colleges and universities.

LITERATURE REVIEW

Anjani Kochar, 2001, performed a study on emerging challenges for Indian Education Policy. She examined whether and how school quality affects household enrollment decisions in India. She also finds the effect of school quality to vary with the socio-economic characteristics of the household. She concluded that the average quality of schools in India remains very low, despite the investments made by the Central and State governments in schooling over the past fifty years. The paper provides evidence that low school quality has a cost; it significantly affects households' enrollment decisions and, it particularly affects poorer households, characterized by low levels of parental schooling.

KC Chakrabarty, 2011, explained the issues and challenges in the Indian Education System. The study focuses on the primary, secondary and higher education in India. This study found that to reap the benefits of a young work force, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way.

Karthin Muralidharan, 2005, performed a study on the profile of Indian Education System which estimated the large amount of public money being spent on each student. It was concluded that as competition is increasing in India's Higher education system, virtual universities and foreign universities in India are likely to spread in the coming years.

Marie Lall, 2005, performed a study on places the current issues facing education in India in a historical context. Since Independence, successive Indian governments have had to address a number of key challenges with regard to education policy, which has always formed a crucial part of its development agenda. It was concluded that educational changes introduced by the BJP did not play a major role in the May 2004 general election. While access to education was an issue in some rural areas, roads, power, water and jobs were more important. The NDA manifesto on education had changed in emphasis, moving towards a more 'communal' and nationalistic stand.

Ramanuj Mukherjee, 2013, performed a study on what need to be changed in Indian Education system and what all need to be fixed at the earliest. According to him, there are systemic faults that do not let our demand for good education translate into a great marketplace with excellent education services. He suggested various ways to make the education system effective and practical. He concluded that we are in a country where people are spending their parent's life savings and borrowed money on education – and even then not getting standard education, and struggling to find employment of their choice. In this country, millions of students are victim of an unrealistic, pointless, mindless rat race.

OBJECTIVES OF THE STUDY

The present paper revolves around the following objectives:
1. To study the reasons of low quality of education in India. .
2. To find an answer whether the current educational system imparting life skills education
3. To study the challenges and issues that are being faced by the young population of India
4. Offer suggestions to improve Indian education system

RESEARCH MEHODOLOGY

The study is based on secondary data which is collected from the Census Surveys, Reports, newspapers, journals, articles, websites, etc.

ISSUES RELATED TO INDIAN EDUCATUION SYSTEM

1. **Education System Promotes Rat Race:** Our education system basically promotes rat race among our children. They have to read and mug-up entire text book without any understanding of it. So a student who scores 90 out of 100 and comes first actually remains a rat. I mean to say he or she does not have any analytical skills that a child must have. It is time to change our education system.

2. **Education Does not Builds Persona of A Child:** Unfortunately our education system is not helping to develop persona of a child. Remember, it is personality that is more important than academic qualification. As I said earlier, our system demands good numbers from a child in an exam not to show his personality. Hence a child is not well exposed to outer world and he or she might not be able to develop a personality. So this is another flaw in our education system.

3. **No Critical Analysis, Only Following the Establishment:** Our children are not able to do critical analysis of anything, for example our history, culture and religion. They take the line of establishment or the views of predominant majority. They are simply not able to look things from their own perspective. If you want a society should become a lot better than we must develop a culture of looking at things critically. We are simply failing at this because of our education system. Children must learn to criticize our own culture and other established narratives.

4. **Too Much Parochialism Rather Global Outlook :** Our education teaches too much of nationalism and it could create a negative mindset in our younger generation. Loving your country is good thing but just blind love is dangerous. In our schools children are not able to get a global outlook. It means how to see yourself that you are actually a global citizen rather confined to a place or a country. I myself was not able to feel that I am a cosmopolitan rather I was thought to become a jingoistic.

5. **Teachers Themselves are Not Trained and Efficient :** To make things worse, our teachers themselves are not sufficiently trained to teach kids. They do not have proper training that how they are going to impart values in children that are going to change the future of the country. If they can teach properly then the government does not have enough salary to pay. Hence, to improve our education system teachers should be better trained and more importantly better paid. You cannot imagine a country without respecting teachers.

6. **Medium of Language of Our Education System:** This is also a big problem that needs to be addressed. We are not able to decide on the medium of language of our education system. Still emphasize is given on English where majority of children cannot understand the language. So how does they are going to understand what teachers are teaching. Moreover, subjects like mathematics, physics and arts have nothing to do with the medium of communication. Hence, over-emphasis on English could be wrong.

7. **Education Given is Irrelevant to Job-Market:**This is perhaps the most apparent failure of our education system that after completing graduation in any discipline students are not able to get jobs. It is simply because skills that are required in a job market are simply 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.

Table -1: Overall Financial Literacy Index

Rank	Country	Overall Financial Literacy Index
1	NEW ZEALAND	74
2	SINGAPORE	72
3	TAIWAN	71

4	AUSTRALIA	71
5	HONG KONG	71
6	MALAYSIA	70
7	THAILAND	68
8	PHILLIPPINES	68
9	MYANMAR	66
10	CHINA	66
11	BANGLADESH	63
12	VIETNAM	63
13	KOREA	62
14	INDONESIA	60
15	**INDIA**	**59**
16	JAPAN	57

SOURCE: Master Card Index of financial literacy 2013

8. **Missing Innovation and Creation Because Only Copying West:** If we talk about the privileged children in India then even they are not able to innovate and create new things. Although they have everything that a child need but still they lack something in them. What they are doing is only aping western culture and not being able to do something new. On the one hand children are not able to go to schools and on other hand, if they are going then are not able to innovate or solve the problems that the country is facing. Hence, this is yet another fundamental problem with our education system.

9. **Students Happy in Getting a Highly Paid Salary Job but Lacks Ambition to Become Entrepreneur :** Now, in college campuses it has become a common thing that every young student is interested in a getting a job that pays them well. However, they would never like to become an entrepreneur. This lack of ambition does not allow our country to excel in any field. This attitude of our children making them slaves of few multinational companies. Therefore our education system should be designed to make our children a successful entrepreneurs rather going for a salaried job.

10. **Gross Failure of Our Education System to End Social Disparity :** The last but not the least failure of our education system is after so many years it has not being able to reduce social disparity in our country. In fact, social disparity has gone up. It is such a shame that education itself has become a tool for creating divisions. A child of a rich parent would get good education and a child of poor parent cannot afford even a basic education.

11. **Casteism:** Casteism creates a wall between lower class and upper class. Once I was in another college there I saw a teacher taking fee from the students (you will say what is surprising in this in most of the schools teacher takes fee from the students). But when a student came to give fee, the teacher asked to put the amount on the table. That boy put the amount on the table and went. When I asked about the matter, the teacher replied I was busy in some other work so I could not take the amount in hand. But reality was different, that boy belonged to SC category and that was untouchable for the teacher… *This happens in our schools and in colleges.*

12. **Privatization:** Privatization of education is great issue. Some learned people say that government officials take higher salaries but not work according to that. But in private institutes teachers remains in very critical conditions which is not good for the education system.

13. **Character of Teachers:** Our teacher's character is going downwards. A teacher is the only person who can change the direction of the society. He is the person who is the center point of any education system. This influences much our society than any other part of the society. This effects much our education than all the above points. But nowadays news in different form can be read in newspapers that a teacher kidnapped his /her students or a teacher raped his student. And due to this many students left their schooling on the mid way.

CHALLENGES

1. **Lack of Money:** By far one of the most pressing problems is the unavailability of money or inadequate funding of Indian education programs or systems. The demand far exceeds the supply, and available monies are only for the most basic educational needs of the students . . . "the traditional curriculum." Very small amounts, if any, are available for innovative programs and ideas. Without adequate funding, the ideology and philosophy of Indian education become so many words. The concept of Indian education faces a bleak future characterized by stagnation, insensitivity, inadequate facilities and personnel. Is this what we educators wish to be contented with?

2. **THE IRRELEVANT CURRICULA**

 Just what do we mean by the often-repeated phrase, irrelevant curricula? My definition is that it is schools not doing their job in meeting the needs of their students—especially Indian students. If educators would recognize that the English language is not the mother tongue of most Indian students, educational programming could become more relevant, meaningful and rewarding to the Indian student, if curriculum experts would include courses reflecting the positiveness of the Indians' contributions to the greater society, another correction would be made. Due to the irrelevant curriculum the position of Indian Universities is not standing at world level ranking.

Table -2: Ranking of Asian Universities

	QS World University Rankings (Top 200)			Times Higher Education World University Rankings (Top 200)			The Academic Ranking of World University (Arwu) (Top 200)		
	2013	2012	2011	2013	2012	2011	2013	2012	2011
CHINA	7	7	7	2	2	3	5	4	1
HONGKONG	5	5	5	3	4	4	1	4	1

INDIA	0	0	0	0	0	0	0	0	0
JAPAN	9	9	11	5	5	5	9	9	9
MALAYSIA	1	1	1	0	0	0	0	0	0
SINGAPORE	2	2	2	2	2	2	1	1	1
SOUTH KOREA	6	6	5	4	4	3	1	1	1
TAIWAN	2	2	1	1	1	1	1	1	1

Source: Original Databases
Note: Figures shows number of universities of particular country in 200 ranking.

2. **Lack of Qualified Indians in Indian Education:** By far the most glaring problem is the acute shortage of qualified Indians in Indian education. Materialistic gains, incentives and opportunities entice the qualified Indian educator away from this challenging field. There is much hard work and many challenges in Indian education: isolation, poor or inadequate facilities, eager but academically deprived students, but one's ingenuity, creativity, patience and forbearance are put to a real test in facing these and other challenges. If Indian education is to meet the needs of the students, if it is to have the sensitivity required, if it is to be dynamic and viable, it must have more qualified Indian educators—it must reach the stage wherein it will challenge the Indian educator to take up arms to join its ranks and to improve its lot.

3. **Insensitive School Personnel:** It is tragic that this exists in the 20th Century. Too many administrators and teachers are not knowledgeable about the American Indian. Whether it is attributable to apathy, indifference or design does not lessen the problem. If school personnel are truly educators, it behooves them to learn about the people they are teaching: To fail in this task is to fail to educate. The burden of this responsibility rests squarely on the shoulders of the educator, and the exercise of that responsibility is long overdue.

4. **Corruption:** Corruption has become the right of all government officers and whole system. In many schools it is found that the fund which was sending to the school disappeared on the way.

5. **Differing Expectations of Education Programs:** As noted in the section on irrelevant curricula, the American educational system is foreign in concept, principle and objective to the Indian student. The thinking, attitudes and experiences of the non-Indian are the base of the value structure rather than the aspects of Indian culture. Thus the educational perspectives of the Indian are not taken into consideration. The Indian views education as providing him with immediate practical skills and tools, not a delayed achievement of goals or as means for a future gain.

6. **Lack of Involvement in and Control of Educational Matters:** The Indian has not been able to express his ideas on school programming or educational decision-making. When they have been expressed, his participation has been limited and restricted. If problems in Indian education are to be resolved, the Indian citizen must become involved. He needs to have more control in the programs to which his children are exposed to have a say in what types of courses are in the curriculum, to help hire teachers, to establish employment policies and practices, and all of the other responsibilities vested in school administration—that of being on a Board of Education. There are working examples of Indian-controlled school boards. These dynamic systems point up the fact that Indians can handle school matters. It is time that more Indians became involved in such control.

7. **Difficulties of Students in Higher Education:** Colleges and universities need to establish programs which can deal effectively with the problems and needs of the Indian student—if he is to remain in school. In general, the Indian student has an inadequate educational background as he may have been looked upon as less than college material in high school. He has unusual adjustment problems and usually inadequate financial help. It is time that more colleges and universities attempt to solve these development factors and provide a more successful educational experience for the Indian student.

8. **Too Many Instant-Indian Education Experts :**To the detriment of Indian education and its growth, each day sprouts more "instant Indian education experts," who do more damage than good. Usually, these experts have all the answers: they have completely identified the problems and have formulated solutions, but they leave it to the Indian to implement. Again, the Indian is given something to implement which he has had no part in formulating. These experts usually depend on superficial, shallow studies done in one visit to a reservation or school, or they depend on one or two conferences with Indians who have little or no knowledge of the critical problems confronting the Indian generally. Indian education can well do without these experts who cannot be reasoned with or who feel they know what is best for the Indian.

9. **Political Unwillingness: It** is also a great challenge for our education system. Politicians think that they got five years to fulfill their wishes. Matters of education are just kept in pending. There may be other factors which contribute to the problems of Indian education, but these eight areas are, I think, contributing to the situation wherein Indian education is not realizing its full development.

DEMOGRAPHIC FUTURE PROFILE: THE YOUNG INDIA

According to the National Commission on Population, it is expected that the age profile of population of India will experience changes in the coming years. By 2016, approximately 50 per cent of the total population will be in the age group of 15–25 years. It is projected that a vast population would enter the working age group in the next 15 years, leading to increase in productive activities and also savings rate as witnessed in Japan in the 1950s and China 1980s. In other words, there would be a tremendous rise in the number of employable work force in the job market which would demand commensurate investment in education. In the literature, Demographic Dividend refers to population "lump" in the working age group of 15–60 which can be described as a major advantage for pushing the economic growth. It suggests that the major challenge before India is how this advantageous demographic profile can be harnessed to reflect in the macro-economic parameters of the country.

Given the demographic profile advantage, the average Indian will be only 29 years old in 2020 as compared with 37 years for China and the U.S., 45 years for West Europe and 48 years for Japan.2 The global demographic profile, in future, would, therefore, lead to shortage of productive workforce globally but India will experience a surplus. We need to realize that this advantage for us will not be automatically transformed into higher economic growth. Strategic interventions and foresight in terms of encouraging investments in education and skills development by policy makers are needed to reap maximum benefits of demographic dividend.

HOW TO MAKE EDUCATION SYSTEM EFFECTIVE IN INDIA: SOME SUGGESTIONS

Education has been a problem in our country and lack of it has been blamed for all sorts of evil for hundreds of years. Even Rabindranath Tagore wrote lengthy articles about how Indian education system needs to change. Funny thing is that from the colonial times, few things have changed. We have established IITs, IIMs, law schools and other institutions of excellence; students now routinely score 90% marks so that even students with 90+ percentages find it difficult to get into the colleges of their choice; but we do more of the same old stuff.

Rote learning still plagues our system, students study only to score marks in exams, and sometimes to crack exams like IIT JEE, AIIMS or CLAT. The colonial masters introduced education systems in India to create clerks and civil servants, and we have not deviated much from that pattern till today. If there are a few centers of educational excellence, for each of those there are thousands of mediocre and terrible schools, colleges and now even universities that do not meet even minimum standards. If things have changed a little bit somewhere, elsewhere things have sunk into further inertia, corruption and lack of ambition.

Creating a few more schools or allowing hundreds of colleges and private universities to mushroom is not going to solve the crisis of education in India. And a crisis it is – we are in a country where people are spending their parent's life savings and borrowed money on education – and even then not getting standard education, and struggling to find employment of their choice. In this country, millions of students are victim of an unrealistic, pointless, mindless rat race. The mind numbing competition and rote learning do not only crush the creativity and originality of millions of Indian students every year, it also drives brilliant students to commit suicide.

 Education system in India is failing because of more intrinsic reasons. There are systemic faults that do not let our demand for good education translate into a great marketplace with excellent education services. I would like to offer following suggestions for improvement in the Indian Education System in India:

1. **Focus On Skill Based Education**

Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. "Give a man a fish and you feed him one day, teach him how to catch fishes and you feed him for a lifetime." I believe that if you teach a man a skill, you enable him

for a lifetime. Knowledge is largely forgotten after the semester exam is over. Still, year after year Indian students focus on cramming information. The best crammers are rewarded by the system. This is one of the fundamental flaws of our education system.

2. Reward Creativity, Original Thinking, Research And Innovation

Our education system rarely rewards what deserves highest academic accolades. Deviance is discouraged. Risk taking is mocked. Our testing and marking systems need to be built to recognize original contributions, in form of creativity, problem solving, valuable original research and innovation. If we could do this successfully Indian education system would have changed overnight. Memorizing is no learning; the biggest flaw in our education system is perhaps that it incentivizes memorizing above originality.

3. Get Smarter People to Teach

For way too long teaching became the sanctuary of the incompetent. Teaching jobs are until today widely regarded as safe, well-paying, risk-free and low-pressure jobs. The usual saying of teachers in high schools "Well, if you guys don't study it is entirely your loss – I will get my salary at the end of the month anyway." They could not put across the lack of incentive for being good at teaching any better. Thousands of terrible teachers all over India are wasting valuable time of young children every day all over India.

It is high time to encourage a breed of superstar teachers. The internet has created this possibility – the performance of a teacher now need not be restricted to a small classroom. Now the performance of a teacher can be opened up for the world to see. The better teacher will be more popular, and acquire more students. That's the way of the future. We need leaders, entrepreneurs in teaching positions, not salaried people trying to hold on to their mantle.

4. Implement Massive Technology Infrastructure For Education

India needs to embrace internet and technology if it has to teach all of its huge population, the majority of which is located in remote villages. Now that we have computers and internet, it makes sense to invest in technological infrastructure that will make access to knowledge easier than ever. Instead of focusing on outdated models of brick and mortar colleges and universities, we need to create educational delivery mechanisms that can actually take the wealth of human knowledge to the masses. The tools for this dissemination will be cheap smart phones, tablets and computers with high speed internet connection. While all these are becoming more possible than ever before, there is lot of innovation yet to take place in this space.

5. Re-Define the Purpose of the Education System

Our education system is still a colonial education system geared towards generating babus and pen-pushers under the newly acquired skin of modernity. We may have the most number of engineering graduates in the world, but that certainly has not translated into much technological innovation here. Rather, we are busy running the call centers of the rest of the world – that is where our engineering skills end.

The goal of our new education system should be to create entrepreneurs, innovators, artists, scientists, thinkers and writers who can establish the foundation of knowledge based economy rather than the low-quality service provider nation that we are turning into.

6. Effective Deregulation

Until today, an institute of higher education in India must be operating on a not-for profit basis. This is discouraging for entrepreneurs and innovators who could have worked in these spaces. On the other hand, many people are using education institutions to hide their black money, and often earning a hefty income from education business through clever structuring and therefore bypassing the rule with respect to not earning profit from recognized educational institutions. As a matter of fact, private equity companies have been investing in some education service provider companies which in turn provide services to not-for-profit educational institutions and earn enviable profits. Sometimes these institutes are so costly that they are outside the rich of most Indian students.

There is an urgent need for effective de-regulation of Indian education sector so that there is infusion of sufficient capital and those who provide or create extraordinary educational products or services are adequately rewarded.

7. Take Mediocrity Out of the System

Our education system today encourages mediocrity – in students, in teachers, throughout the system. It is easy to survive as a mediocre student, or a mediocre teacher in an educational institution. No one shuts down a mediocre college or mediocre school. Hard work is always tough; the path to excellence is fraught with difficulties. Mediocrity is comfortable. Our education system will remain sub-par or mediocre until we make it clear that it is not okay to be mediocre. If we want excellence, mediocrity cannot be tolerated. Mediocrity has to be discarded as an option. Life of those who are mediocre must be made difficult so that excellence

8. Personalize Education- One Size Does not Fit All

Assembly line education prepares assembly line workers. However, the drift of economic world is away from assembly line production. Indian education system is built on the presumption that if something is good for one kid, it is good for all kids.

Some kids learn faster, some are comparatively slow. Some people are visual learners, others are auditory learners, and still some others learn faster from experience. If one massive monolithic education system has to provide education to everyone, then there is no option but to assume that one size fits all. If however, we can effectively decentralize education, and if the government did not obsessively control what would be the "syllabus" and what will be the method of instruction, there could be an explosion of new and innovative courses geared towards serving various niches of learners,

Take for example, the market for learning dancing. There are very different dance forms that attract students with different tastes. More importantly, different teachers and institutes have

developed different ways of teaching dancing. This could never happen if there was a central board of dancing education which enforced strict standards of what will be taught and how such things are to be taught.

Central regulation kills choice, and stifles innovation too. As far as education is concerned, availability of choices, de-regulation, profitability, entrepreneurship and emergence of niche courses are all inter-connected.

9. Allow Private Capital in Education

The government cannot afford to provide higher education to all the people in the country. It is too costly for the government to do so. The central government spends about 4% of budget expenditure on education, compared to 40% on defence. Historically, the government just did not have enough money to spend on even opening new schools and universities, forget overhauling the entire system and investing in technology and innovation related to the education system. Still, until today, at least on paper only non-profit organizations are allowed to run educational institutions apart from government institutions. Naturally, the good money, coming from honest investors who want to earn from honest but high impact businesses do not get into education sector. Rather, there are crooks, money launderers and politicians opening "private" educational institutions which extract money from the educational institution through creative structuring. The focus is on marketing rather than innovation or providing great educational service – one of the major examples of this being IIPM.

Allowing profit making will encourage serious entrepreneurs, innovators and investors to take interest in the education sector. The government does not have enough money to provide higher education of reasonable quality to all of us, and it has no excuse to prevent private capital from coming into the educational sector.

10. Make Reservation Irrelevant

We have reservation in education today because education is not available universally. Education has to be rationed. This is not a long –term solution. If we want to emerge as a country build on a knowledge economy, driven by highly educated people – we need to make good education so universally available that reservation will lose its meaning.

There is no reservation in online education – because it scales. Today top universities worldwide are taking various courses online, and today you can easily attend a live class taught by a top professor of Harvard University online if you want, no matter which country is belong to. This is the future, this is the easy way to beat reservation and make it inconsequential

CONCLUSION

All these issues and challenges did not rise in a day they took a long period. If we look back in time, ancient time India was on the top in education and knowledge. This was the country in which students used to come from all over the world to acquire the knowledge and education. No country of the world was even near to it. Then what happened to our great country?

The story starts form the invaders first Muslim invaders who came to the country to loot it and tried to destroy the culture and knowledge of the country. After them came the British invaders. They left our country in the condition of a beggar gave us many things like poverty, corruption, injustice, unemployment and many other problems which are now standing up as a challenge for our education system.

And, now as we see in the society that the level of our social, moral, culture values and ideals are going downwards towards hell. We are acquiring western culture and social values which are totally different from ours. We believe in spiritual education and they believe in physical or worldly education. Then how can we develop our current education system because it provides us only the mob of unemployed youth??

Students do not want to go to study, they try to get good marks by unfair means and teachers do not want to teach and they pay their total attention to coaching classes.

To sum up, we need to recognize that the knowledge, skills and productivity of our growing young and dynamic work force forms the backbone of our economy. To reap the benefits of such a young work force, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western hemisphere, India should try to become 'knowledge economy' to promote inclusive growth. I, therefore, would like underline major areas to be focused to ensure that our education system is sustainable and meets global standards:

i.   Quality of Education – in terms of infrastructure, teachers, accreditation, etc.
ii.   Affordability of Education – ensuring poor and deserving students are not denied education.
iii. Ethics in Education – avoiding over-commercialization of education system.

At last I shall bind up with these lines that people who are in this field or who are the part of this holy course should think that education occupation is like that doctor's job who gives light to the blind and this job is the part of that holy job of God because God made man but we make them civilized.

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