



Education System in Present Scenerio: Problems & Remedies

KEYWORDS

Purpose, Objectives, functions, character-building, learning, technology, infrastructure, disciplines, reservation, opportunity, realization.

Dr. Peena Thanky

Lecturer in English, Government Polytechnic Jamnagar.

ABSTRACT

The aim of this paper is to ponder over the most complex and the most important issue: Modern Education. During the past five decades Independent India has, no doubt, made a niche in the world in the field of education. India has the largest quality human resource and is the largest supplier of the same to various countries of the world. However, the paradox is that our education system is miles away from the objectives envisaged by the great visionaries and leaders else it should have

by now become a tool in eradication the social and national ailments rather than complicating them. Where is the hitch? In my opinion, it is because today education has become end in itself rather than means. This is, however, not a blanket criticism; on the contrary, it should inspire all of us involved in the sacred duty of education to undertake a fact finding and soul searching exercise.

In today's mud-slinging, we often hear people reiterating that education has been commercialised, and there is much truth in it. In our consumerist attitude and approach to education, we tend to look for immediate and short term benefits rather than holistic and long term ones. It is in this context that education has become an end itself and not the means. Today what people, by and large, expect from education is a few degrees and skills that would enable them to secure a job. Hence, it stays far removed from life. What we give our students today are some half baked skills to cope with the strain and stress of examinations and the so called degrees that are expected to be baits in the game of gaining an employment. All that our children might know about education is a cumbersome school bag, teachers scurrying like trapped mice to complete the syllabus, nightmarish home works and the horrendous examinations with their ultimate results that brand some as "success" and other as "failure". Is that all about education?

Education, on the other hand, should prepare children for life, equip them physically, intellectually, emotionally and spiritually to face the many challenges of life with equanimity and courage, teach them to take right decisions, broaden their vision to appreciate life and above all gift them a spine that would not sway with the wind. It should instill in the learner a sense of purpose, love for values and principles, courage to face adversities, wisdom to choose between right and wrong, and dictate the patterns for the individual's pursuit of his cherished goals through morally acceptable means. An education that does not equip a child to live his life usefully and meaningfully is no true education.

We know too many examples of those who emerged "successfully" in the examination bending like aluminum foil at the fury of the challenges of life like the 'unsinkable' Titanic sinking to frozen water. Why is it so? It is because their education prepared them only for the challenges of examinations and not for the acid tests of life. All the vices in individuals and all the evils that corrode humanity today can be attributed to the lack of true education. Education should enable people to understand the meaning of existence, the beauty of life and the joy of living. If the world should find a solution to the innumerable affliction it faces, education should become a means towards higher goals and values of life rather than an end itself

If our education system is not working, why is the govern-

ment rehashing approaches of days gone by? At what stage will policymakers, often non-educational folk, enable professional educators to rethink what is purposeful, meaningful and valuable for our students, their futures and the ways in which they can shape and contribute to our world?

MAJOR ISSUES:

One of the most prevalent problems in our educational system today is the variation in the quality of education that children are provided. The quality of education tends to be a reflection of the affluence, or lack there of, in the communities that children come from. In order for a child to succeed in today's society, a high quality, well balanced education is imperative. The curriculum, classroom size, resources, funding and management of the classroom are all factors that help contribute to and establish this educational quality.

As previously mentioned, these inequalities included the access to as well as the quality of education that poor and minority students received as opposed to their non-minority or privileged counterparts. As a result of these reforms, every child is now required to be enrolled in some form of public or private education, which is known as Compulsory Education Law. These laws worked well to insure that all children were enrolled in some sort of educational program, however, it seems to have fallen short in its goal to address the value of the education that is provided. Although compulsory education was implemented with the intent of creating all men equally, without the "quality" of the education being equal the very purpose of the law goes unserved.

A large number of families do not allow their children to receive formal education after completing primary and even before that. The child, who has not even reached the adolescence is entrusted family responsibilities and made to earn for the family. Because there are no provisions for skill-based education at primary and secondary level, the child is deemed to conjoin the unskilled labour force.

On the other hand, if skilled-based education is introduced at the primary and secondary level, the school system would be more productive. Also, the system will help in convincing the parents that the education is going to bear its fruits and good results for the family. This can further diminish the drop out rate of schools in India.

Education based on utility offers a unique chance to retain the students as well as help the country to produce skilled

labour. To progress in the near future, school systems and the formal education have to consider such options and try to implement them without further delays.

Rote learning

The evil of rote learning is to be wiped out from a majority of Indian schools. Owing to the fixated style of question papers that have been doing the rounds in board exams from time immemorial, rote learning has continued.

It is a fact that that most students are not clear about many of the basic foundation concepts taught in school even after they have graduated. This is one fundamental change that needs to come about in our Indian Education System.

Marking System

All the other evils of the Indian education system ultimately come down to the method in which students are marked.

Is it justified that a student is evaluated only on the basis of his/her performance for the duration of three hours of the exam? If the axis of grading and marking is shifted to classroom participation, project work, communication and leadership skills and extracurricular performance, only then will a genuine student shine out.

This might sound like a utopian proposition but the Indian education system badly needs to bring about this change.

Explore Opportunities

We are used to look down upon vocational streams and look up to medicine, engineering, the IIMs and IITs every time and always. Students at the school level need to be educated through career counseling regarding the kind of streams that exist and what importance each of them plays to make an economy diverse.

Reward creativity, original thinking, research and innovation

Our education system rarely rewards what deserves highest academic accolades. Novelty 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.

Modern technology 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.

Re-define the purpose of the education

The goal of our new education system should be to create entrepreneurs, innovators, artists, scientists, thinkers and writers who can establish the foundation of a knowledge

based economy rather than the low-quality service provider nation that we are turning into.

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.

Individual Attention

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 students 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.

Change in Reservation Policy

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.

REFERENCE

Aggarwal J C (2001) Modern Indian Education: History, Development and Problems. | Mohanty Jaggnath (2004) Modern Trends in Indian Education | Thakur D N (2004) New Education Policy | Mukherjee Shankar (2007) Contemporary Issues in Modern Indian Education