PERSPECTIVES
Rejuvenating the Education System
By

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Perspectives

ತ್ರಿಪದಿ 1	Vachana 1
	ಅರ್ಥ 1
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Transliteration 1
Sarvagna-embuvanu garvadhi-indha-aadhavane
Sarva-rollu ondhu-ondhu nudi-kalithu
Vidye-a parvatha-ve aadha sarvagna ‖ ∩ ‖

Triplet 1
Sarvagna was made of vanity too
He learnt a word of wisdom from each
Thereby, became a mountain of knowledge
‖ ∩ ‖

Explanation 1
Sarvagna(Knower of all) was same as YOU.
However, by learning one word of wisdom from each person,
he became a mountain of knowledge and came to be known as Sarvagna

With the exodus of information in the print, electronic and cyber mode processing that mammoth information into knowledge and there after getting that knowledge assimilated into wisdom is seldom found in all the people around us. The reasons might be umpteen, such as a lack of time, lack of interest, lack of opportunities and socio economic barricades. The root cause of the selective development of wisdom is the present fallacious education system which is primitive and disintegrated.

When India embraced the Lord Mecauly system of education abadonding the Gurukula system, the tendency of preparing our students for the assimilation of medium and low standard wisdom started and it still persists. Probably Lord Mecauly and his British brotheren wanted India to be store house for clerks and other mediocore jobs. In a way they are successful in keeping India educationally snubbed. It is amazing that several protagonists of Liberal, Higher and Standard Education could not achieve any metamorphosis in the modern Indian Education. Let apart metamorphosis we could not make any significant move towards genuine standardization of education across the nation. Of course, it is agreed that the cultural and socio economic diversities are not congenial for such standardization. That does not mean that blocking the efforts of launching a revamped and holistic education system which could emulate the global standards applicable to whole India at all levels right

from pre-School level to post graduation. The federal system of political administration in India with ideologies sharply not aligning, the setting up of Nationalist Education System may be quiet impossible. Yet the stable governments at the centre and states with unification of minds with reference to the noble cause of the education may think of venturing into this great task.

It is heartening to note that the governments – Central and States are aligning for the implementation of RMS.   But this system confines to the education at the bottom stratum. Therefore there is a stressed need to think of standardizing the education system at the higher stratum.

In this direction following suggestion are made for urgent attention of policy makers.

➢ **Going to retro**

Reminiscing noble merits of Gurukula System and Vedic Education, due attention may be given towards establishment of classiscal universities which can impart education under Gurukula System. This Gurukula system may be modified in tune with present age; it may have global standards with local approach.

➢ **Declutching the Education from the hands of vested interests.**

The present Education system in India is withering away in the hands of vested interests. Predominance of commercial interests, nepotism in HR policies, and adoption of non-standardized curricula, according the least priority on infrastructure, negligence of social responsibilities and indulging the dubious practices are the hall marks of education system prevalent. To check these unwanted features and to ensure fooproof society oriented standardized education system, the policy makers are requested to workout a plan. The plan may be either the nationalization or adding more teeth to the existing law and strict implementation of the same.

➢ **Equity in access to Education**

In the higher stratum of the education, it would be fine if merit cum means equity is followed for enrolment because the outputs of these institutions are supposed to be the social reformers who need to have been groomed in a classless community. At the same time their wisdom should be above normal, so that they stand as guiding posts for the juniors.

➢ **Ethics based Education**

Ethics is purification catalyst in the society. While ethics in all walks of the life is solicited, Why can't it be there as a predominant element in the education system? The Education with ethics manifests into a sacred society. Hence policy makers are advised to give more thrust on ethics in education system. Introduction of compulsory paper on ethics, inculcation of ethical practices embedding ethical teachings in the subjects taught and sanctions against unethical practices may kindly be accorded prime consideration while rejuvenating education system.

➢ **Inculcation of cultural and social values**

The new education system may kindly take note of need to inculcate cultural and social values among the students. The present system of education where the educated minds are becoming narrower with the vertical increase in the level of education shall be seriously viewed and attempts are to be made to expand the horizon of educated minds.

➢ **Improving the status of Higher Education Institutions to the Global standards.**

It is deplorable to note that none of the Indian Universities are in the list of top 200 rankings given by QS World University Rankings® 2014/15. Though we were having legendry

classical universities like Nalanda and Taksashila we could not boast of having one contemporary world renowned university. Many eminent Indian scholars are scripting glory at foreign universities, Why can't they be accommodated in India? Further several highly talented Indian students are going abroad in search of high standard universities. Setting up of high standard universities on par with Harward Business School, Matchusiets Institutes of Technology and such other eminent insitiuions is the need of the hour. The central and state governments may think of establishing such universities with no compromise of quality- infrastructure wise, pedagogy wise and student enrolment. Governments shall support both the management and student community through liberal grants and equity oriented incentives.

➢ **Vocationalization of Education**

The present education system in India has significant mismatch with Industry expectations. Industry expects readily employable outputs from educational institutes, they don't want to spend money on training and development and they want more productivity. Now, the onus is on education system to measure upto the level of expectation of industry. The vocationalization of education is the solution for this problem. The policy makers have made a good beginning in this direction. Hope that the policies are implemented in right earnest and the results will be delivered very soon. Vocationalization program need to be holistic covering all branches of knowledge.

➢ **Enriching pedagogical inputs**

In the present education system, majority teachers are lacking with vocational aspects. Therefore there is a felt need in improving the teacher quality. Further, there shall be enough provisions for continual improvement of the teacher quality, because the whole teaching learning environment is changing at a rapid rate,

➢ **Improving the mental health of Students and Teachers**

Mental health plays a pivotal role in acquisition of knowledge and assimilation of wisdom. This mental health is required both for teacher and taught. Ensuring better quality in work life and making teachers learn Yoga on one side and compulsory teaching of yoga to all the students on the other side would certainly ensure creation of a serene environment at the schools and colleges. To provide scope for balancing work life with personal life it would be advisable on the part of the policy makers to have the common calendar for education institutions so that teaching community will have leisure time to relax with family members including students.

➢ **Thrust on Research works**

The education system of the higher stratum need to be research oriented. The research outputs of Indian professors are very low compared to the advanced countries. The government may think of encouraging research through development of infrastructure and sanctioning the incentives to the researchers.

➢ **Soliciting better cooperation from stake holders**

To ensure desired success in the new education system, it is advisable to the government and education institutes to solicit better cooperation from primary and stakeholders. The students being primary stake holders need to be disciplined and honest, whereas the parents, community and media need to positively cooperate with the government and educationists. The harmonization of relationship among all these agents is to be ensured.

INDIAN EDUCATION SYSTEM – Issues and Remedies in Global Perspectives

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Abstract

Education has become the most important event of the individual and national development in terms of social and economic aspects. Historically India had very strong and internationally acclaimed system of education including higher education. Much emphasis was laid down on the practical use of that knowledge rather than just bookish. We also had reputed universities in ancient India like Takshashila in North, Nalanda and Vikramashila in East, Vallabhi in Kathiawad, Kanchi in South and Nadia in Bengal. A system of communal schools, managed by the village communities were destroyed by the British rule and indian education was replaced by introducing English and western system of education. After the independence, National Policy of Education (1992) laid down many objectives for the development of education system in India, but it has not been successful in achieving all of them. This article focuses on the issues and challenges faced by Indian education system in the global perspective and also presents suggestions to improve our education system.

Ancient roots of Indian Education System

Over a decade ago management guru Peter Drucker had declared: "*The Knowledge Society will become far more competitive than any society we have yet known… there will be no poor countries, there will only be ignorant countries… thus the competitive position of every country, industry, institution and individual will depend on the ability to harness and capitalize on knowledge.*"

Education has become the most important event of the individual and national development in terms of social and economic aspects. Historically India had very strong and internationally acclaimed system of education including higher education. In ancient India there was strong 'Guru-Shishya' parampara (Tradition) and ancient India has made enormous contributions in various fields. There was a strong bonding of students with teachers and nature. Students were given moral, social, philosophical teachings along with subjects like mathematics, Vedas etc. Much emphasis was laid down on the practical use of that knowledge rather than just bookish. By developing algebra, algorithm, techniques of surgery, game of chess etc, India had enriched the education of that time at global level. Contribution in mathematics is so immense that mathematics in Arabic is known as 'Hindsa' which means 'from India'. We were ahead of many others in the field of medicine. 'Charaka Samhita', written by the father of Ayurveda, Charaka almost 2500 years ago is the true example of this. During Vedic period very big numbers were used, such as; there are evidences of using numbers up to $10*53$(10 to the power of 53) when Romans were using numbers till 106 only. We also had reputed universities in ancient India like Takshashila in North, Nalanda and Vikramashila in East, Vallabhi in Kathiawad, Kanchi in South and Nadia in Bengal. Till 17th century, before the invasion of Britishers, India was the richest country and the only source of diamonds all across the world. Owing to its wealth, many invaders invaded India from time

to time and looted its wealth as well as damaged its education system. During the period of invasion, the systems were disruputed and over a long period there was no university system existing in the country or organised education system, for that matter.

Libraries of Ancient India

The great seats of learning in ancient India like Nalanda, Vikramasila, Pataliputra, and Tamralipti are said to have contained libraries of their own and striven hard for the promotion of education and learning in the country, the evidence for which comes from the writings of Hieun-Tsang and It-Sing who spent some time in some of the centers and studied the Buddhist philosophy. The work of many eminent scholars contained thousands of volumes of translations of Indian texts, whose original were lost in India owing to the depredations invaders, in India including the world famous Nalanda University." "The missionaries in the West coast took away and burnt many valuable manuscripts. Many great scholars died without passing down their knowledge to the descendents. In their quest for livelihood during the nine hundred years of foreign rule, the descendents did not care to preserve their knowledge."

Many of these universities were sacked, plundered, looted by the invaders. They destroyed temples and libraries and indulged in most heinous type of vandalism. These were particularly heinous crimes. The burning of the Library of Nalanda ranks with the destruction of the Library of Alexandria as the two most notorious acts of vandalism in the course of invasions and expansions. Nalanda, Vikramshila, Odantapura, and Jagddala universities were destroyed by invaders around 1200 A.D.

Arrival of the British in India

A system of communal schools, managed by the village communities were destroyed by the British rule and indian education was replaced by introducing English and western system of education. The newer era of higher education started with the British initiative in the 19th century. Britishers brought modern education system to India and hit the backbone of India i.e. its education system. Old Gurukul style of teaching was replaced by modern schools and classrooms. Today's education system in India focuses more on theoretical knowledge than practical.

In October 1931 Mahatma Gandhi made a statement at Chatham House, London, that created a furor in the English press. He said, "*Today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and left the root exposed and the beautiful tree perished*".

Present Education in India

After the independence, National Policy of Education (1992) laid down many objectives for the development of education system in India, but it has not been successful in achieving all of them.

Literacy Rate In India Since Independence

Census Year	Persons	Males	Females	Male-Female gap in literacy rate
1	2	3	4	5
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

SOURCE: http://populationcommission.nic.in/content/933_1_LiteracyRate.aspx

The census of 2011 shows that around 25% of the population is still illiterate. These figures are very high when we go to the disadvantaged group like women, which is around 47% and the literacy gap between women and men 16%. For the first time this gap has decreased since independence, which was 18.30 in 1951.

According to the 2009 Right to Education Act, schooling is free and compulsory for all children from the ages of 6 to 14. However, improvements are slow being implemented and disadvantaged groups may still not have adequate access to education. A high value is placed on education, as it ensures a stable future. Most Indian schools have a strong focus on academic subjects, with little scope for creativity and few or no extra-curricular activities. Traditional schooling methods tend to emphasise rote learning and memorisation, rather than encouraging independent or creative thinking. There is a strong focus on examinations from an early age. This makes the atmosphere at Indian schools competitive.

Ranking of States and Union Territories by literacy rate: 2011

Rank	Persons India/State/ Union Territory #	Literacy rate
1	2	3
1	Kerala	93.91
2	Lakshadweep #	92.28
3	Mizoram	91.58
4	Tripura	87.75
5	Goa	87.40
6	Daman & Diu #	87.07
7	Puducherry #	86.55
8	Chandigarh #	86.43
9	NCT of Delhi #	86.34
10	Andaman & Nicobar Islands #	86.27
11	Himachal Pradesh	83.78
12	Maharashtra	82.91
13	Sikkim	82.20
14	Tamil Nadu	80.33
15	Nagaland	80.11
16	Manipur	79.85
17	Uttarakhand	79.63
18	Gujarat	79.31
19	Dadra & Nagar Haveli #	77.65
20	West Bengal	77.08
21	Punjab	76.68
22	Haryana	76.64
23	Karnataka	75.60
24	Meghalaya	75.48
25	Orissa	73.45
26	Assam	73.18
27	Chhattisgarh	71.04
28	Madhya Pradesh	70.63
29	Uttar Pradesh	69.72
30	Jammu & Kashmir	68.74
31	Andhra Pradesh	67.66
32	Jharkhand	67.63
33	Rajasthan	67.06
34	Arunachal Pradesh	66.95
35	Bihar	63.82

Source: http://populationcommission.nic.in/content/933_1_LiteracyRate.aspx

Facts, Issues and Challenges Facing Indian Education System

Hard Facts about Indian education system

FACT1 : Just one out of nine children finishing school joins a college. India has one of the lowest higher education enrollment ratio of 11 per cent. In the US it is 83 per cent.

FACT2: To meet its target of increasing enrollment levels to 15 per cent in 2012, the Eleventh Plan estimates that India needs to invest Rs 2,26,410 crore. Yet it has set aside only Rs 77,933 crore-just a fourth of the total needed.

FACT3: A recent ASSCoM-McKinsey study showed that only one out of Ten Indian students with degrees in humanities and one out of four engineering graduates are employable. So much for India's boast of having one of the largest technical and scientific manpower reserves in the world.

FACT 4: A study by the National Assessment and Accreditation Council showed that 90 per cent of the colleges and 70 per cent of the universities that the council graded were of middling or poor quality.

FACT 5: Shortage of teachers was endemic with even the IITs reporting a 20 to 30 per cent shortfall in faculty.

FACT 6: On an average most Indian universities revise their curricula only once in five to 10 years but even then they get defeated in both letter and spirit.

FACT 7: Over-regulation by the government and a multiplicity of agencies have seen higher education stagnate and corruption become institutionalized.

FACT 8: In 50 years, only 44 private institutions were granted deemed university status by the University Grants Commission. In the last 5 years, it has granted that status to 49 more, leading to charges of impropriety.

FACT 9: The shortage of good institutions has seen cut-off percentages for entry into good colleges soar to genius levels. This year's qualifying marks for RCom (Hons) course in Delhi's SRCC was 98.75 per cent.

FACT 10: Studies show that the number of students committing suicide because of the pressure to perform well in secondary board exams is rising alarmingly.

FACT 11: Indian students now spend $7 billion to go abroad and study in foreign universities because of the poor quality of education at home. Yet the government drags it feet over permitting foreign universities to set up shop in India. Where in same cost we can successfully implement and run around 10 more IITs.

FACT 12: The quality of school education hasn't improved. A recent study found that in rural north India on an average day, there is no teaching activity in about half'' of the primary schools

FACT 13: The US currently accounts for over a third of the entire world's output of articles in science and engineering. India, in contrast, accounts for less than 3 per cent of research papers published and in terms of citations barely 1 per cent.

FACT 14 : Almost half of the country's population is below 25 years. Almost 10 per cent of them or 12 crore are between the ages of 18 and 23. If they are equipped with both knowledge and skills, they could drive India's entrepreneurial and Competitive spirit and make it into global power.

India, Country with Contrasts

Since independence we have progressed on many fronts e.g., science & technology, space research, atomic energy, health care, education; but at the same time there are areas where we need to address urgently as national need, as large mass is out of the arena of development.

Some of the glaring contrasts are:

- We are the third largest higher education system in the world but only 7% of our youth are enrolled in higher education (age group of 17-24);
- We say we are country of intellectuals supplying manpower to the world but 35% of the population is illiterate;

- We have a target of enrolment in higher education i.e., 20% by 2020 but the school drop out rate (1st to 10th) is 62.69% (some states and communities upto 90%);
- The economy of the country is booming but one-fourth of the population is below poverty line;
- We are ambitious to be nuclear super power but our human development index is 0.595, we are on 127th position in the list of 177 countries;
- We have got 73% population residing in rural areas but 90% (approximately) of educational institutes are in urban areas (particularly in higher education);
- India's national policy says "education is social good" but many governments are withdrawing from the responsibility;
- Our tradition says "Acharya Devo Bhava" i.e., "Teacher is like God" but what is the ground reality? (Reader to judge);
- Our tradition says "Maatru Devo Bhava" i.e., "Mother is like God", but women illiteracy rate in the country is 45%.

Issues in Indian Education System

In prevailing times, the challenges faced by Indian education system are funding and infrastructure, rural education, curriculum design, development of distance learning programmes, universalization of education privatization and commercialization of education examination reforms, research and innovations, growing drop out rates, quality related issues etc. These are some of the above issues, which need to be addressed.

Strengths

Though there are disparities between the objectives and their implementation in education but still education system in India has come a long way and will continue to improve in the future. The strength of present education system is improvised adoptions in the fields of I.T, Engineering and Medical science. The present Indian education system may lag behind in inventions, but is very efficient in innovations. India produces a large numbers of software engineers and computer programmers. Similarly in Medical science, various pharmaceutical and surgical methods are though invented in foreign countries, their improvised and generic versions are developed and offered to the society at a very cheaper rate.

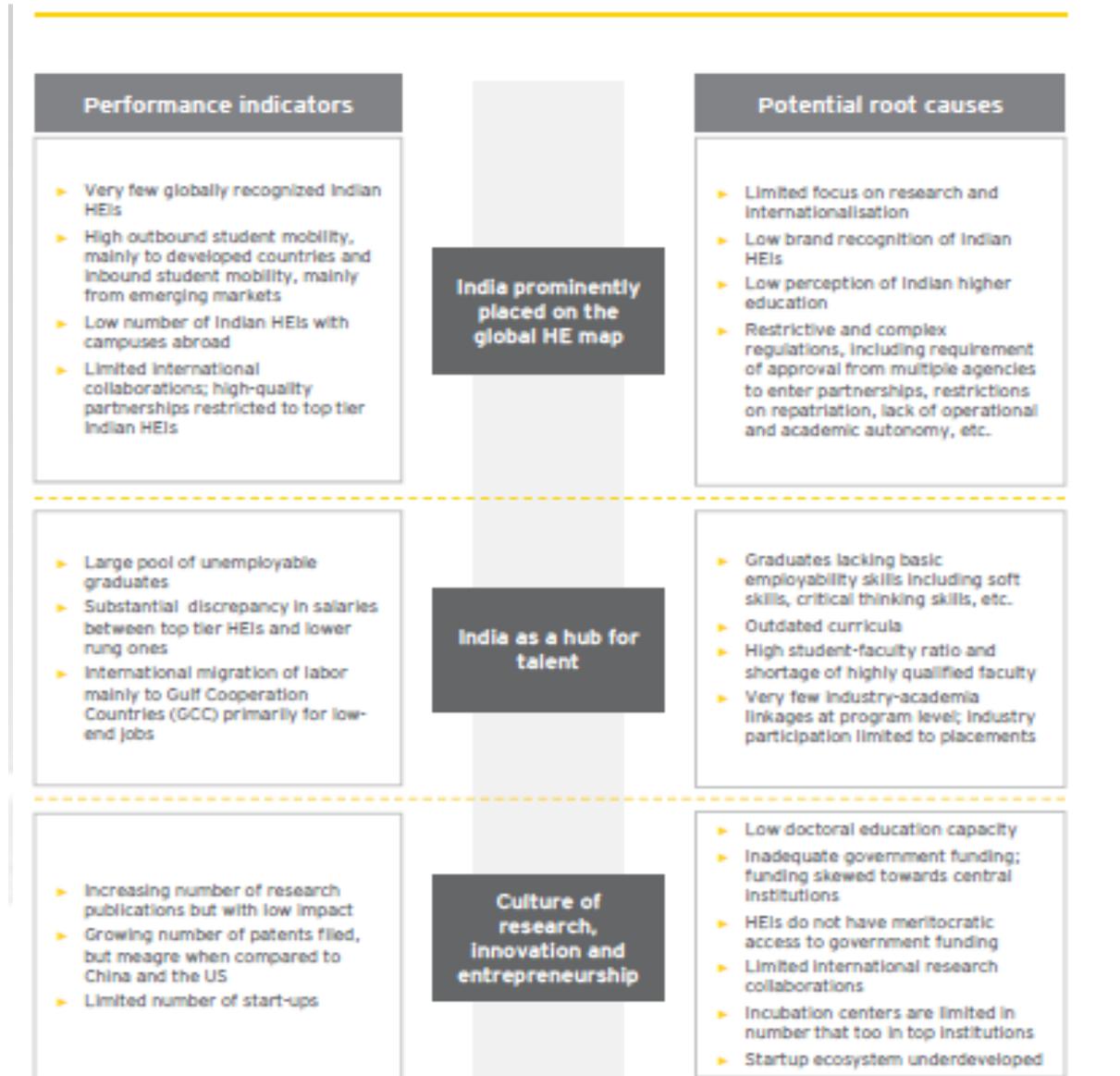**INDIAN EDUCATION SYSTEM … GLOBAL scenario**

Education system in India is quite different from the curriculum followed in other countries of the world. Education system in India focuses more on theory than other activities whereas countries like USA and Canada divide their syllabus into content practical as well as sports and other curricular activities like music, dance, drama and so on. There are many other systems followed by other countries. India's slide to 93rd rank is an obvious one, with several issues like shortage of qualified faculty and lack of quality infrastructure in higher education institutions, Pointing out that several colleges and universities had no proper laboratory facilities, the eminent academician said that the state and the Centre must take these issues seriously and address them immediately.

Even as a small city-state, Singapore spends huge money for higher education and research, which India failed to do. These global rankings look at foreign faculty and students as one of

their major criteria. In the Indian context, most of the universities are government run where they neither admit foreign students nor recruit good quality foreign faculty, which becomes a major hurdle.

The following table presents an assessment of the present state of the Indian Higher education system on three performance indicators and the root causes for lagging in the same.

Assessment of current state of the Indian higher education system

Performance indicators		Potential root causes
► Very few globally recognized Indian HEIs ► High outbound student mobility, mainly to developed countries and inbound student mobility, mainly from emerging markets ► Low number of Indian HEIs with campuses abroad ► Limited international collaborations; high-quality partnerships restricted to top tier Indian HEIs	**India prominently placed on the global HE map**	► Limited focus on research and internationalisation ► Low brand recognition of Indian HEIs ► Low perception of Indian higher education ► Restrictive and complex regulations, including requirement of approval from multiple agencies to enter partnerships, restrictions on repatriation, lack of operational and academic autonomy, etc.
► Large pool of unemployable graduates ► Substantial discrepancy in salaries between top tier HEIs and lower rung ones ► International migration of labor mainly to Gulf Cooperation Countries (GCC) primarily for low-end jobs	**India as a hub for talent**	► Graduates lacking basic employability skills including soft skills, critical thinking skills, etc. ► Outdated curricula ► High student-faculty ratio and shortage of highly qualified faculty ► Very few industry-academia linkages at program level; industry participation limited to placements
► Increasing number of research publications but with low impact ► Growing number of patents filed, but meagre when compared to China and the US ► Limited number of start-ups	**Culture of research, innovation and entrepreneurship**	► Low doctoral education capacity ► Inadequate government funding; funding skewed towards central institutions ► HEIs do not have meritocratic access to government funding ► Limited international research collaborations ► Incubation centers are limited in number that too in top institutions ► Startup ecosystem underdeveloped

COMPETING IN A GLOBAL EDUCATION SYSTEM

While the Indian higher education system has made considerable progress in terms of capacity creation and enrolment especially in the last decade, it lags significantly in terms of "global relevance and competitiveness".

The key gaps are as follows:

- Low employability of graduates, driven by several factors including outdated curricula, shortage of quality faculty, high student-teacher ratios, lack of institutional and industry linkages, and lack of autonomy to introduce new and innovative courses.
- Low impact research output and patents filed given relatively low government and corporate spending on research, insufficient doctoral students, missing research focus and culture in most institutions, and lack of international research collaborations
- Limited focus on entrepreneurship on campus as reflected in the fact that there are few institutes that offer programs in entrepreneurship and have active incubation / entrepreneurship cells
- Complex regulatory requirements and hurdles, poor institutional governance standards, and lack of professional management.

Globally Common Features of Education Policies

First is *standardization* of education. Outcomes-based education reform became popular in the 1980s, followed by standards-based education policies in the 1990s, initially within Anglo-Saxon countries. These reforms, quite correctly, shifted the focus of attention to educational outcomes, i.e. student learning and school performance.

A second common feature is *focus on core subjects* in school, in other words, on literacy and numeracy, and in same case science. Basic student knowledge and skills in reading, writing and mathematics are elevated as prime targets and indices of education reforms.

The third characteristic that is easily identifiable in global education reforms is *the search for low-risk ways to reach learning goals*. This minimizes experimentation, reduces use of alternative pedagogical approaches, and limits risk-taking in schools and classrooms. Research on education systems that have adopted policies emphasizing achievement of predetermined standards and prioritized core subjects, suggests that teaching and learning are narrower and teachers focus on 'guaranteed content' to best prepare their students for tests.

The fourth globally observable trend in educational reform is *use of corporate management models* as a main driver of improvement. This process where educational policies and ideas are lent and borrowed from business world is often motivated by national hegemony and economic profit, rather than by moral goals of human development.

The fifth global trend is adoption of *test-based accountability policies* for schools. In doing so school performance – especially raising student achievement – is closely tied to processes of accrediting, promoting, inspecting, and, ultimately, rewarding or punishing schools and teachers. Success or failure of schools and teachers is often determined by standardized tests and external teacher evaluations that devote attention to limited aspects of schooling, such as student achievement in mathematical and reading literacy, exit examination results, or intended teacher classroom behavior.

Suggestions for Indian Education System

- **Quality Education:** Responsibility of quality of education is that of the stakeholders such as policy makers, administration, universities, teachers, society and students.

- **Non-availability of Teachers:** The issue of non-availability of the Teachers at the primary school headquarters and their frequent long absence needs to be addressed.

- **Introduce innovation in curriculum**: The *syllabus* of Indian Education System is outdated and not at all innovative. We need a curriculum which is progressive in nature and not despotic. Students should be allowed to pursue multiple courses in the first year and should be given an option to choose a specialization after that. More focus should be there on innovation and projects rather than exams.

- **Concentrating on Rural Education:** There is a wide disparity between education in Rural and Urban Population. Selecting the best talent with proper qualification, preferably married ladies residing in the same village and training for the job, nontransferable; keeping refresher courses at regular interval; constituting a village education committee for the school, involving them in management, liaisoning with district/state education authorities and genuine NGO's will improve rural education and promote education for disadvantaged sections of the society for a balanced growth, otherwise large section of the society will be left out of social and economic growth.

- **Need for young professors**: The other problem with our Higher Education is that we have all the professors above the age of 60s and 70s in the academic curriculum board. With due respect to them, there is also a need for some young professors now. This is because the younger ones would be more aware of the technological changes and the new age needs of the students. But as it's apparent, hardly any youngster goes in the line of teaching. The reason, certainly, is low pay. Once the pay of the lecturers is increased, the quality faculty will start coming in, the people who actually want to teach and who are worth the caliber of teaching.

- **Rise of industry interaction**: Industry interaction with students is one of the vital pillars in the growth of education.

- **Realising the power of alumni**: One of the major drawbacks of Indian Higher Education is that we do not realise the power of alumni. Other than the few top institutes, the concept of alumni networking is non-existent. Alumni networking is really helpful as they understand the various problems of the students being the part of the same institute once. Also, alumni are themselves eager of sharing their academic excellence and experience with the students, it's just that the system needs to be more transparent.

- **Education treated as a Viable Business**: Education today is treated more of a business rather than knowledge imparting houses. Government control and monitor and self regulation should be practiced to offer it as a service.

- **Reservation Policy**: The reservation based on caste and religion, is also a negative point in Indian education. Corruption is visible in the allocation of seats of institutions of higher studies and student politics is another sore point.

- **Examination System**: It has specified that the examination system should discourage the memorizing but it is what is going on. The education in India seems to encourage rote learning instead of experimentation and questioning. There is some disparity in assessment as all the State Boards have different standards of evaluation.

The premium in education needs to shift from qualifications-focused education upfront to skills-oriented learning throughout life. Skill development is far more effective if the world of learning and the world of work are linked. Compared to purely government-designed curricula taught exclusively in schools, learning in the workplace allows people to develop 'hard' skills on modern equipment, and 'soft' skills, such as teamwork, communication and negotiation, through real-world experience. Hands-on workplace training is also a great way to motivate disengaged youth to re-engage with education and smoothen the transition to work.

Achieving that is no doubt difficult, and requires a very different approach to education. Modern enabling school systems set ambitious goals, are clear about what students should be able to do and then provide teachers with the tools to establish what content and instruction they need to provide to their individual students. The past was about delivered wisdom, the future is about user-generated wisdom. Today's challenge is to embrace diversity with differentiated pedagogical practices. The goal of the past was standardization and conformity, now it's about being ingenious, about personalizing educational experiences. The past was curriculum-centered, the future is learner centered.

The policy focus was previously on the provision of education; today it's on outcomes, shifting from looking upwards in the bureaucracy towards looking outwards to the next teacher, the next school. Past is about school management, now it is about leadership, with a focus on supporting, evaluating and developing teacher quality as its core, which includes coordinating the curriculum and teaching program, monitoring and evaluating teacher practice, promoting teacher professional development and supporting collaborative work cultures.

School systems need to recognize that individuals learn differently and differently at different stages of their lives. They need to foster new forms of educational provision that take learning to the learner that allow people to learn in the ways that are most conducive to their progress. All of this is everybody's business and we need to deal much more creatively with the question of responsibility and accountability, particularly for learning beyond school. Employers can do a lot more to create a climate that supports learning, and invest in learning. Few individuals can shoulder more of the financial burden. And governments can do better in designing more rigorous standards, provide more effective financial incentives and create a better safety net so that all people have access to high-quality learning.

In the conclusion, we are now producing a generation that lacks required skills. Another very critical aspect of the present day education system in India is its quality. Poor quality of education is given in most of the government schools where students from economically weak society (EWS) go for study and private schools. This is leading to another social issue of income disparity. Few suggestions of handling **Education System of India** have been presented. It's high time to think of the solutions to improve our education system. If they are not thought of now and implemented well, the level of education will deteriorate to a level that it would become very difficult for us to recover in future.

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Today the plight of education in India is neither here nor there kind of a situation. The government prescribes that the trusts, societies and companies involved in education should be "not-for-profit" institutions but the opposite has become true. A lot of misuse of funds, siphoning of funds, misuse of the infrastructural facilities, misuse of manpower has been happening in the educational institutions. The teachers in all private educational institutions are the most exploited lot. They are neither covered under the industrial labour act nor are they considered under any social security schemes. Thus the plight of the teachers has been deplorable.

There is a great dichotomy in the teaching fraternity, the teachers in government service are amply rewarded but the private teachers have to work for a dime. These teachers are suffering in these conditions because of lack of opportunities in the government sector.

What is required is NATIONALISATION of education. If the government can nationalize banking, coal, steel making and telecom, why not education? Which is the most essential of the services required by the country. Nationalization of education would add a lot of assets to Government of India and also add a large manpower to take care of the educational needs of the country.

Germany provides complete free education to all its citizens upto the university level. We do not advocate this kind of a radical structure but if the government can provide education at affordable prices to the citizens of the country through the state owned educational institutions, the condition of education will be different from the one prevailing now in the country. The advocates of private participation in education usually argued that the government does not have the resources to invest and manage the educational institutions. That can be solved by selling out Public sector units which are loss making and are a drag on the exchequer and investing the proceeds in this noble cause of nation building.

If education is nationalized it will solve a major chunk of the black money problem, it will bring about respect and dignity to the teachers in the cause of education. It will stop exploitation of teachers; our scriptures have always talked about GURU being the most revered. Let us bring back this culture of respecting the knowledge giver and not the money bags. If the right kind of people are respected and revered in a society then the society improves on the moral front. Today, the country is tending towards according great respect to people who have made money, nobody is concerned about the means of making money they are only concerned about the wealth accumulated. The society has started looking at awe towards those who have money and clout disregarding their behavior, conduct and character.

Thus in conclusion, the country needs to take a fresh look at education, provide free education to all according to his/ her capability and nurture real talents, create an atmosphere of meritocracy and let the best amongst the students win. Shun all caste and creed based reservations, let merit be the lone criterion, empower the underprivileged by allowing universal free education. That is the panacea for progress of the country