

Ailments Of The Present Education System Of India And Its Cure

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Abstract: Teacher and teaching as a profession needs to be relooked with new perspective. The education process should be inclusive it should reflect the diverse social aspects of society. The provision of local neighbourhood school is very essential in which children belonging to different parts of locality work, study and interact with each other. The problem with the present education system is its de-politicization and not understanding the implications of a country's education on its other aspects.

Keywords: inquisitiveness, commercialization, alienation, holistic, professionalization, curriculum. Empowering and discrimination.

Education is not limited to syllabus creation and its teaching. Above all it's about generation of inquisitiveness and spirit of inquiry in her students. Teacher will be the main key in this process only if they are able to generate the spark in the children. All disciplines have their own basic concepts and philosophy which needs to be communicated between the two-teacher and taught. Dialogue and communication should be based on the common reference ground otherwise the communication process will eliminate the students. Education should be based on the value of empathy and the search for truth. Commercialization of education and education only for the sake of employment at times comes in the path of true purpose of education. In the present juncture many a professional courses are treated as a direct ticket out of poverty. Education is nowadays treated as something which cannot be imparted with practical life and circumstances of a child; rather it requires to be separated from other activities of life. In the greater part of our existence we learn while doing but formal education process demands our theoretical aspect to be separated from its practical aspects. This process of alienation from practical life makes education expensive process in terms of times it consumes and money it demands from the family of that students. It leads to the creation of pressure on students to attain employment in lieu of investment his or her family has made on their education. This is one of the main causes for the craze that professional

courses create among the students. This process of commercialization and professionalization of education is also harming the holistic aspect of education. Scams like VYAPAM are just outward manifestation of the deep rot affecting the Indian education system. Commercialization leads to financial stress on the family of the students because they need to have the resources to send their child in that course. Because the student has paid for the degree which they acquired, it simply ends any kind of social obligation they might feel for the society in general. Professionalization of education further reinforces the profit making aspect of the education and it also reduces the radius of education. Professional education lacks in its ethical aspect and in the creation of a holistic outlook towards society. Professional education combined with commercialization creates only one core value in the teacher and the taught that how to get maximum returns on the money which they spend. Because an education system which separates younger generation from the society and then promises them greener pastures which will save them from the drudgery of the lives of ordinary people will not create brave and self-dependent people. It will give birth to individuals who will be selfish, self-centered and cowards - whose only aim is to secure and preserve their greener pastures which their education has bestowed on them. Nowadays the medium of education is becoming far more important than the content of education. Knowledge and

expertise is given less priority over the method of conveying it. Education as a process needs to be seen as the process which begins right from the birth of the child till the death. In other words it is a lifelong process and school education and higher education plays a small but essential role in it.

INDIA'S HISTORIC CONDITION

India's curriculum has historically prioritized the study of the mathematics and sciences 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 sciences and arts subjects as last resort, though recently commerce and economics have risen in stature. This tilt towards Mathematics, Sciences and Commerce has its own consequences on the Indian society. Despite having attained good quality of expertise in sciences and technology, lately economic wealth Indian society and polity is still stuck in many medieval practices and besides that Indian society is one of the most insensitive societies for the poor people, because it can give charity to poor but it will never look into the structural reasons for this. The core or rather the heart of any education system is empathy – this feeling of empathy is missing in Indian education system. If the best mind of any society are studying only mathematics' and sciences, then they would not be able to judge the best possible use of their expertise and for what purpose? Powers and potential are self-destructive if they are not channelized into the proper direction. What is the right and proper direction for a society cannot be decided without understanding the historical, cultural and social context of that society. India has a poor health system this is not because of the lack of skilled doctors but because of the moral and contextual poverty of professional education of doctors. During the First 5 Years Plan (1952-1957) one-third of doctors produced migrated to developed countries like UK, Canada, USA and other European countries. This trend of out-migration of doctors ranging between 30% and 40% continued until 1990 with an average of over 5000 doctors migrating each year. The most astonishing example is that of the elite All India Institute of Medical Sciences, created by the Indian Parliament as an institution of excellence, from where between 1956 and 1980, fifty six percent of its graduates left the country for greener pastures. It is clear example that the education and training of health professionals are happening in the isolation from society, they are limited to their medical college campuses where they interact with patients. They are totally unaware of the social, cultural and geographical backgrounds of these patients neither they be willing to serve in the small towns nor villages. Their education process gives them only the physical and mental skills to cure patients but not the social and cultural (life style) mental make up to live to serve the patients. Farmers are not committing suicides because India is a poor country rather India is a rich country with poor peasants. This tragedy can be transformed into opportunity but the people bestowed with resources (students of agriculture and agricultural scientists) are practicing their experiment away from the farmers. Millions of farmers have committed

suicides but not even a single a movements or program was led by any agricultural university or students for this. Majority of faculty and students are indulged in searching for patents and better postings on the bases of their research. They will be and are the first to sell their ideas to the agricultural companies like Monsanto, Cargill and others in lieu of high returns even if it badly affects the interests of the poor peasants of their own countries. Although there will be and can be some exceptions but they doesn't make a rule. Because they do study agriculture but they do not understand the agriculturalists, they do not work with agriculturists rather they work on the name of agriculturalists. Migrant laborers are sleeping on the streets of metropolises like Delhi or Mumbai this is not because we cannot give them an accommodation to live in; the cause is society has lost its moral conscience. Builders are getting plots of land to construct new apartments because the real estate sector is the milch cow for the political elites and powerful sections. What is that which awakens the conscience of a person and society if it is not education?

After Independence Gandhian dream of Basic Education was given a short shrift. Instead of imparting students with basic literacy skills while giving the more importance to self-dependence skills of earning a living, the political leadership chosen to give more importance to literacy skills only. Despite Nehru's visions of universal education for young children with free and compulsory schooling, a significant proportion of young population remained uneducated by the 1970s. To address this problem, the Centrally Sponsored Scheme of Non-Formal Education was set up to educate school dropouts, working children and from areas without school. In India's 600,000 villages and multiplying urban slum habitats, free and compulsory education is in fact basic literacy instruction dispensed by barely qualified teachers."

MYOPIC VISION

India's aim of providing basic education for all stems from the empowering and redistributive impact of education. J.Dreze and A. Sen argue: Literacy is an essential tool for the self-defense in a society where social interaction includes the written media. An illiterate person is significantly less equipped to defend herself in court, to obtain a bank loan, to enforce inheritance rights, to take advantages of new technologies, to compete for secure employment, to get onto the right bus, to take part in political activity –in short, to participate successfully in the modern economy and society. Even A. Sen and JeanDreze are not able to look into the transformative nature of the educational process. The benefits which they suggested of the present education process are just minor in comparison to if there is a radical reorganization of educational process. It is good if present literacy related skills teaches poor to use technology and legal documents for their benefits but if the education is transformed into a process which ignites the young minds to rethink on the very way current society, economy, sciences, art& literature and polity are organized. It is good to make a starving person capable of earning her bread but it will be great to make a starving person conscious of the fact why is there starvation? In a society those who are benefiting from this artificial or man-made scarcity in the present system can also be morally awakened

by the radical transformation of education. Education process which will allow students from prosperous sections of society to interact with the marginalized sections can help them to open themselves for the other side of the society.

PRIMARY AND SECONDARY EDUCATION: ACCESS & QUALITY

Despite efforts to incorporate all sections of the population into the Indian education system, through mechanism such as positive discrimination and non-formal education, large numbers of young people are still without schooling. Although enrolment in primary education has increased, but severe gender, regional and caste disparities also exist. The main problems are the high drop-out rate, especially after class 10, low level learning and achievement. Inadequate, poor functioning schools, high teacher absenteeism, the large number of teacher vacancies, poor quality of education and inadequate funds. Other groups of children 'at risk' such as orphans, child-laborers, street children and victims of riots and natural disasters, do not necessarily have the access to schools.

There is no doubt that there is the need for the quality improvement in the primary and secondary education. Perhaps the biggest weakness of our present education process lies in weak primary education. The most intelligent and inquisitive stages of a person's life (early childhood) needs an interaction with the greatest and most unbiased minds of our society. Present juncture there is lack of quality teachers in the primary level of Indian educational setup. There is the need to give more importance to education as discipline and process of communication between teacher and students at the primary level. DIET (District Institute of Education and Training) is presently the most significant intervention in the country. The NCERT came up in the 1960's and the State Councils of Education Research and Training came up in 1970's, the need for a third tier of training and resource support structure, right at the district level was genuinely felt in order to improve the quality of basic education. In the beginning education was a state subject but through an amendment in the constitution in 1976 the subject of education was put on the concurrent list. As a result State Govt. as well Central Govt. now collectively frame a particular education policy. National Education Policy 1986, introduced a new pattern of education known as 10+2+3 system. The establishment of DIET's is based on the recommendations of National Educational Policy 1986. The Diets are envisioned as Academic Lead Institutions to provide guidance to all academic functionaries in the district. They were supposed to improve the quality of teacher training which will itself be the big plus for the better quality of education. Improvement in pedagogy and class room learning is also expected from them. Development of Curriculum and Academic Material such as child-friendly textbooks is also expected from them. They are also entrusted with planning and management of the primary and non-formal education of the district. Research in the field of education in the primary level within a district, creation of innovative low cost tools which would help in the betterment of education is also their required tasks. Adoption of latest knowhow and evaluation of teachers and students is also essential. The performance of DIETs across the country has been abysmal. The poor

educational achievement among the students in government schools is the telling example. It is very easy to bureaucratically assign responsibilities to the lower levels of any institutions and even a cursory look at the tasks assigned to the DIETs can give a clear idea what is expected from them is above their reach to fulfill. Until the brightest of our minds do go to this field all the high aims will remain dreams. Use of local languages and especially dialects along with their cultural heritage also deserve a place in the curriculum of the educational setup. The time has come to decide should education be related with empathy or efficiency? It should give information or it should fill our heart with empathy? It is essential that education process be related with sensitization of individuals towards their environment and circumstance which affects their day to day living conditions. India Primary education is still thought in terms of imparting reading and writing skills.

NEED FOR NEW PARADIGM

Teacher and teaching as a profession needs to be relooked with new perspective. Students should be allowed to interact with people belonging to different streams of the life. Their education although should primarily remain with teachers but brief introduction with such people can widen their sphere of their experience. Education at the primary stage should be a village responsibility. Young students will meet with cattle rearing farmer, public health practitioner, sweepers, mothers, village elites, individuals from lower strata of society and old men. Teacher as profession will focus on building their basic literacy rate—reading and writing skills. In the town teaching should be the task of entire town. Children should not only interact with the teachers who will teach them, rather it should be essential to introduce them to individuals belonging to different streams of city life. They should get interaction time with sweepers, officials, doctors, plumbers, construction labor, police personnel, drivers and conductors. The education process should be very inclusive it should reflect the diverse social aspects of society. Because if the future generation of any society is not introduced to its different sections of society then there is a danger that those generations can become exclusionist in their perspective and mode of thinking about the social sections of whom they have on interaction with. Therefore provision of local neighborhood schools is very essential in which children belonging to different strata's of locality would study and interact with each other. The problem with the present education system is its de-politicization and not understanding the implication of a country's education on its other aspects. If education process is understood as merely gaining employable skills and cramming of facts rather than sensitization of younger generation on complex social human interaction and how different people belonging to different strata's live in society.

The most important thing is to inspire and fuel the imagination of the young minds. Reducing the process of teaching to mere act of delivering information without linking it with the broader perspective and without building the bridges of common reference points between the students cannot be called teaching. The process of Education should be coupled between the theoretical and practical aspect, they

should enhance and stimulate each other. The empathy and sensitization of human consciousness should be the bottom line of any scheme of education. One of the major flaw in our present education system is that it is doesn't give a stake to students, teacher are in no way responsible for the students. Therefore most of the time they are reduced to the status of passivity and objects, more often any assertion on behalf of students are death severely on the name of indiscipline. Traditionally and historically Indian society has given too much higher status of Guru the one who impart rather reveal the truth to his /her pupils rather than initiate any process of dialogue on any topic. What damage this presumption does is that students are thought incapable any kind of reasoning except under the patronage of omniscient Guru ji. This is one of the serious flaws of treating living, rationalizing and reflecting people incapable of contributing in a process of communication which reduces teaching most of the times into monologue. Any kind of professional education –doctor, engineering and charter accountants if they sway from this aim their professional ethics will come in conflict with the larger interests of society. The present medical education system has become a den of corruption and nexus of bureaucrats and politicians. The statutory body for establishing uniform and high standards of medical education in India, the MCI grants reorganization of medical qualifications, gives accreditation to medical colleges, grants registration to medical practices in India. The search for a need –based curriculum is not new; it has been felt that the curriculum has not been change for ages. It is oft-repeated criticism that our medical colleges are producing graduates who neither are nor well equipped to tackle the health care needs of the society.

While the graduates generally possess reasonably sound knowledge of medical sciences, they are deficient in the performance of clinical skills and problems –solving which form the core of clinical competence. The issue of capitation fees and privatization of education needs mention. Private medical colleges have come up throughout the country and measures are required to ensure their proper regulation by the medical council. It is a well-known fact that the doctor; population ratio has already exceeded that required by the country and there is mal-education of their services. The menace posed by the growing merchandising education has to be warded off and efforts should be made to ensure maintenance of standards and check the unplanned growth of the sub-standard medical colleges.

In this country where there is the need of general public health practitioners majority of young professionals aspire to become specialist in order to earn more respect, pecuniary benefits and posting in the city area. While the majority of the population of India resides in villages and small towns and

health practitioners working there will not get better salaries and facilities. The present government sector educational setup imbued in the bureaucratic ethos and the private sector is imbued in the crass commercialization. The students who have undergone their educational or professional training in these institutions cannot be expected to be full of enthusiasm and altruism to serve the poor and ailing. Until and unless educational process (not system) is imbue with the ethos of public welfare and service of mankind not amount of expertise and technology can make it serve the people. The present medical system is benefiting mostly those who are running it and even doctors are most of the time on the sunny side but the most badly accepted are the people for whom this system is supposed to work for. The present education is making people more and more selfish. Educational process should be able to transform people from within make them capable to attach themselves to goals in life which will transcend them. Make them capable of making a perfect balance between the personal goals and their missions of life. Education above all should have a moral and transformative content which makes a person capable of searching their role in life.

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