

## EDUCATION SYSTEM IN INDIA: A REVIEW

Karun Mehta<sup>1</sup> & Pankhuri Saxena<sup>2</sup>

<sup>1</sup>Research Scholar, Faculty of Management, Tantiya University, Sri Ganganagar, Rajasthan

<sup>2</sup>Faculty of commerce and management, Tantiya University, Sri Ganganagar 335002

Paper Received On: 25 MAY 2021

Peer Reviewed On: 30 MAY 2021

Published On: 1 JUNE 2021

Content Originality & Unique: 91%

### Abstract

*Education system in India lays more stress on studies. It is an exam system not an education system. Why is it so that we can remember the movies and not our chapters? Indian education system needs a lot of changes. The system of education in India should be learning-centric rather than exam-centric. Children must be allowed to choose subjects according to their interests. Instead of gaining knowledge from voluminous books and lectures, children must be made to interact in groups and express their views on various topics. Rather than taking notes from the teacher and textbooks, children must be made to research information on their own from library books and the Internet and share them in the class. This will help them develop good reading habits, self-confidence and openness to criticism. It will also help them in developing critical reading and analytical skills. Children will be able to remember what they learn when they apply it practically. They must be taken on field trips to museums, labs, planetariums, excavation sites, botanical gardens, etc. where they can learn by interacting with knowledgeable and experienced people in varied fields. It will also help them improve their communication skills. In this article the author of this article wants to focus on the basic education system of education in our country.*

**Keywords:** Education system, Pre-Primary Education, Primary Education, Higher Education, Secondary Education.



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

**Introduction:** In ancient times, India had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the holy scriptures and from Mathematics to Metaphysics. The student stayed as long as she wished or until the guru felt that he had taught everything he could teach. All

learning was closely linked to nature and to life, and not confined to memorizing some information.

The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to “modern” subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student.

The Uttar Pradesh (a state in India) Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with jurisdiction over Rajputana, Central India and Gwalior. In 1929, the Board of High School and Intermediate Education, Rajputana, was established. Later, boards were established in some of the states. But eventually, in 1952, the constitution of the board was amended and it was renamed Central Board of Secondary Education (CBSE). All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like curriculum, textbooks and examination system for all schools affiliated to it. Today there are thousands of schools affiliated to the Board, both within India and in many other countries from Afghanistan to Zimbabwe.

**Pre-Primary education:** Pre-primary stage is the foundation of child's knowledge, skills and behaviour. On Completion of pre-primary education child is sent to primary stage but pre-primary education in India is not a fundamental right. In rural India pre-primary schools are rarely available in small villages and urban area on the contrary. But in cities and big towns there are many established players in Pre-Primary education sector. The demand for the preschools is growing considerably in the smaller towns and cities but still only 1% of the population under age 6 is enrolled in preschool education. Play group (pre-nursery): At play schools, children are exposed to a lot of basic learning activities that help them to get independent faster and develop their self-help qualities like eating food themselves, dressing up and maintaining cleanliness. Age limit for admission in nursery is 2 to 3 years Nursery: At Nursery level activities help child unfold her/his talents, enables them to sharpen their mental and physical abilities. Age limit for admission in nursery is 3 to 4 years. LKG: It is also called as Junior Kindergarten (Jr.KG) stage. Age limit for admission in LKG is 4 to 5 years. UKG: It is also called as Senior Kindergarten (Sr.KG) stage. Age limit for admission in UKG is 5 to 6 years. LKG and UKG stages prepare and help children emotionally, mentally, socially and physically to grasp knowledge easily in the later stages of school and college life. A systematic

process of preschool education is followed in India to impart knowledge in the best possible way for better understanding of the young children. By following an easy and interesting curriculum, teachers strive hard to make the entire learning process enjoyable for the children.

**Primary Education:** Primary and Middle (lower primary (Standards I to V) and upper primary (Standards VI to VIII)) education is compulsory and free in India. Primary education begins at age 6 with Middle/Upper Primary school education ending at age 14. Schooling is offered at state-run and private schools; however, private schools often have poorer facilities and infrastructure than government schools. The regional language is the medium of instruction for most primary schools and English as a second language generally begins by grade 3.

**Secondary Education:** Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two-year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively. General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10.

Based upon performance in the first two years of secondary school, and upon the SSC results, students may enter Senior/Upper Secondary School. Upper Secondary School offers the students a chance to select a 'stream' or concentration of study, offering science, commerce, and arts/humanities. Education is administered both in schools or two-year junior colleges which are often affiliated with degree granting universities or colleges. Curriculum for the Higher Secondary Certificate Examination is determined by the boards of secondary education of which there are 31. Although the HSCE is the most common Standard XII examination, the All-India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate and the Pre-University Certificate are also offered.

**Vocational Education:** Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that

specialize in just one or only a few courses. Unlike in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

**Tertiary Education:** India's higher education system is highly centralized and undergoing large changes since its inception in 1947. Largely based upon the British system of education, educational policy is ever-developing.

University education is overseen by the University Grants Commission (UGC), which is responsible for the development of higher education, allocating funds, and recognition of institutions in India. The National Accreditation and Assessment Council (NAAC) was established by the UGC to assess universities and college based upon an alphabetical ranking system ranging from A++ to C. The assessment and Accreditation is broadly used for understanding the Quality Status of an institution and indicates that the particular institution meets the standards of quality as set by the NAAC. Participation in the accreditation process of NAAC is voluntary.

The All-India Council of Technical Education (AICTE) was also established to oversee quality control of technical education and regulate establishment of new private professional colleges. All recognized universities are members of the Association of Indian Universities (AIU), which is integral to the dissemination of information and serves as an advisor to the government, UGC, and the institutions themselves.

There are various types of tertiary institutions in India, namely Universities (Central, State, Open), Universities of National Importance, and Deemed universities. Instruction of the majority of students, almost 80%, is completed at affiliated colleges with the curriculum, examinations, and final degree being designed and granted by the university. Constituent and Autonomous colleges also exist; though less common although they do enjoy greater autonomy in regards to curriculum development and assessment.

Admission to undergraduate courses generally requires completion of the Standard XII years of schooling and admittance to university depends almost exclusively upon performance on the examination. Bachelor's degrees in the fields of arts, science, social studies, and commerce are almost exclusively three-year programs. Diploma programs exist and range from

2 – 3 years in length and are provided at polytechnics, usually in a specialized engineering or technological field, and culminating in an Advanced or Post Diploma. Professional Bachelor's degrees, in the fields of Medicine, Architecture, Law, etc., vary from 4 – 5.5 years depending upon the discipline.

Admission to graduate (Master, Post Graduate Diplomas, MBA, etc.) programs is dependent upon completion of a bachelor's degree (3 or 4 years, depending upon the subject) with a Second-Class pass or higher. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a minimum of two or three years and consist of research and a thesis or dissertation.

Beginning in 2015, the Choice Based Credit System (CBCS) was introduced by the UGC in attempts to encourage a more interdisciplinary approach to education and offer more flexibility and choice to students. The reform also introduced a standardized assessment and grading plan based upon a 10-point scale. Since its inception, the system has faced scrutiny by students and administrators, noting that although the system promises choice and flexibility, the infrastructure of the educational system now may be too weak yet to support the overhaul.

**Open and distance learning:** At the school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning. In 2012 Various state governments also introduced "STATE OPEN SCHOOL" to provide distance education.

At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of about 15 lakh, serviced through 53 regional centres and 1,400 study centres with 25,000 counselors. The Distance Education Council (DEC), an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities. While distance education institutions have expanded at a very rapid rate, but most of these institutions need an up gradation in their standards and performance. There is a large proliferation of courses covered by distance mode without adequate infrastructure, both human and physical. There is a strong need to correct these imbalances.

**Conclusion:** Improvement in the Indian system of schooling is an elephantine task and has become very important. What our students are learning now is mostly redundant. Syllabus

needs to be skill based rather than mugging up of large chunks of theory. Learning by doing should be our primary focus and they need to be taught what is relevant. Invalid information in textbooks take away a lot of productive learning time. We also do not have any system in traditional schools to tap the talents of students apart from academic achievement as we lay so much importance on marks and grades.

**References:**

B. Nivedita, *"The Destruction of the Indian System of Education,"* Adapted from a speech given to the Vivekananda Study Circle, IIT-Madras, January 1998.

*"Present education in India"*. Studyguideindia.com. Retrieved 2012-08-16.

*"Present education in India"*. Studyguideindia.com. Retrieved 2012-08-16

*"Literacy Scenario in India (1951–1991)"*. Retrieved 29 December 2009.

*"India Country Summary of Higher Education"*. World Bank.

*"Education in India"*. World Bank.