What are the Challenges of Indian Education System?

**Problem Statement:-**

Education plays a vital role in any nation’s socio economic growth. Today one of the main reasons of the slow paced development of India is the quality of education which not only stops our nation’s productivity but the basic development of an advancing nation like India. India has large young population and this young generation will be our biggest asset if they have access to the right set of education.

So the need of the hour is to have transformation in our country’s Education system. But there is a diverse set of problems. Some of the key issues are mentioned below.

**Infrastructure:**

One of the main factors contributing to quality of education is usefulness of education and availability of schools in vicinity in rural areas. There is a shortage of classrooms to accommodate all the students in 2006–2007. In addition, there is no proper sanitation in most schools. The study of 188 Government-run primary schools in central and northern India revealed that 59% of the schools had no drinking water facility and 89% no toilets. In 600,000 villages and multiple urban slum habitats, 'free and compulsory education' is the basic literacy instruction dispensed by barely qualified teachers.

The average Pupil Teacher Ratio for all India is 42:1, implying teacher shortage.

The cause of this situation are many but some of the major issues taken up by parents are the difficulty of attending schools in remote areas due to long durations which are required to even attend the schools, the safety of girl child while attending schools in foreign place is also a major reason.

Most schools lack infrastructure and hence the students are not able to learn properly. For example in India most Government schools are not able to afford computer sets. Most Government schools do not have science labs so the children are not able to completely understand the experiments. Also many of the children in the rural or in the urban area are not being provided education due to many reasons, one of them being the parents are not able to afford sending their children to school.

Many of the children thinking they won’t be able to secure jobs never even try to attend schools thinking that it won’t help them in the long run and they could earn money by working in fields and shops as child labour.

Child labour, another big taboo of our nation which takes away these children’s future taking away any freedom to choose their jobs later in life and most importantly the freedom to go and study to secure their futures. As per a census conducted by the Indian Government in 2009 and 2010 almost 11% of the 5-14 year olds are still forced to work as child labour.

The government schools don’t have the proper infrastructure, the proper student teacher ratio and many such points. On the other hand private schools are not able to provide good education because they are becoming business houses instead of a place that needs to provide the students with quality education so that they can achieve their goals in their lives and become good citizens of our country.

**Syllabus and pattern of education**

In India, rote learning has been institutionalized as a teaching methodology. Primary school teachers in rural India often try to educate students by making them repeat sections of text over and over again. Often they do not explain the meaning of the text, which results in stunted reading comprehension skills over the course of the children’s education. Many students in grades two and three in one particular school struggle to read individual words, but can neatly copy entire paragraphs from their textbooks into their notebooks as though they were drawing pictures.

Currently the relevance of syllabus is not in line with the practical situations and modern era. In most of the schools in India the students are not able to get the practical education and instead they are simply made to read paragraphs and learn the things. For example, in class one children are taught about the footpaths and zebra crossings and then they are given home assignments such as drawing traffic lights in their notebooks but will it be correct to think that students learn the things in this manner because in most of the small cities children never even see the traffic lights, zebra crossings or even footpaths. It should be seen that the students are not only literate but also educated as most of the schools insist on the cramming of the facts by the students which is not going to help the cause of quality education in India.

Children getting education from Government schools in rural India struggle to speak even basic sentences in English. Students with rural primary schooling are at a significant disadvantage as they transition to higher education, because India’s universities teach exclusively in English. Part of the problem is that there is no one to teach them.

**Student Teacher ratio**

Over five lakh posts of primary teachers are lying vacant in Government schools across the country. Therefore, the Union Human Resource Development Ministry has decided to write to states requesting them to address this “serious issue” as early as possible.

**Teachers’ competency**

A key factor affecting the quality of primary education appears to be low levels of teacher motivation. The impact of absenteeism is exacerbated by the fact that the average primary school in India has a workforce of no more than three teachers.

Teachers working in primary schools across rural India have a difficult job. Teachers have to teach multiple grades, textbooks are pitched far above the comprehension level of students, and each classroom has children with different levels of learning achievements. The average school teacher in India does not get adequate pre-service or in-service

education, nor does she get the support to overcome these problems. Compounding this is the relatively low educational qualifications of many teachers themselves.

**Teachers’ motivation**

The obvious reason; remuneration does not appear to be a driver. In fact, both education experts and ordinary citizens argue that Government-employed school teachers are paid relatively well.

Indian primary-school teachers may not be underpaid, but some argue that they may be overworked. Primary school teachers employed by the Government, particularly in rural India, are required to perform a wide range of duties completely unrelated to imparting education. These duties including administering government programs such as immunization clinics, assisting with data-collection for the national census, and staffing polling stations during elections in addition to their teaching responsibilities, place significant demands on teachers’ time.

**Procedure for Solving the Problem:-**

**Infrastructure:**

Availability of schools including rural and remote areas should be ensured. In densely populated areas also capacity is the concern to accommodate all children in good schools.

Immediate solution can be use of existing school building and infrastructure to conduct second session for another set of children. When the morning session is over, the infrastructure of the building can be used to teach other students that is the school building and its many resources can be used to teach the students various software on the computer systems and the science labs can be used to conduct experiments for those children who are not provided with proper facilities at their school. This facility would only be provided to those children whose families cannot afford to send their children to private schools so that they can study with proper facilities provided to them.

**Syllabus and pattern of education**

Experiential learning should be emphasized in schools. For example the very basic topics like what is sun and shade should be taught to child by practically taking him to sunny and shaded area. To show how a plant grows, the different stages of plant right from seed to a mature plant should be shown in the school nursery. Traffic related rules should be taught by taking children to a near a road. Similarly students from urban areas should be taken of visit to farms and fields to get them understand how farming is done and life cycle of plants, vegetables, fruits etc.

A very basic principal is that the speed to learning should be greater than the speed of change. Technology is changing rapidly. Accordingly the syllabus and pattern of learning should be dynamic and changed as per the modern demand. Emphasis should be more on

computer, software, changing demands of agriculture, machinery etc. Emphasis should be on making the student’s future ready.

The parents should be made realised through various induction sessions in schools at different levels and made them realise the importance of education and participation in child’s growth. It would help their children to achieve greater salaries and jobs than their own and help the family and the community and eventually the country to prosper.

**Teachers- “the Gurus”**

Teacher is the person who plays a very vital role in any person’s life. Therefore it is necessary to have adequate number of trained and motivated teachers in the school. Teachers should go through various teachers training programs time to time to hone their teaching skills. The teacher’s training should not only include curriculum but understanding child’s psychology and its needs at different stage of age.

Performance monitoring system should be there for teachers. Salary should be awarded to the teachers according to their performance hence all the teachers would put in all their efforts in teaching the students. For example my father is a multinational company employee. His salary has two components; fixed and variable. Variable salary component is decided as per his performance with respect to his Key Result Areas for a given year. If his performance is good, he get 100% of his salary but if he outperforms, he gets bonus. On the contrary if his performance is not as per desired levels then he may face salary cut for that particular year. Same can be implemented with teachers and linked with the level of theoretical, practical and experimental learning levels of his class at the end of the year.

**Teacher’s home visits**

A very good practice being followed in my brother’s school is the visit done by teacher to each student’s home once in a year. It gives an excellent platform for the teacher to understand student’s home environment, challenges and opportunities. It also gives opportunity to teacher to interact with the parents and discuss child’s strengths and areas of improvement.

**Critical Analysis of the Problem and its Finding:-**

A report indicated that 95% of India’s rural populations are within one kilometre of primary schools.

[Reference: *The District Information System for Education (DISE)*]

Another report indicated that enrolment rates among primary-school-aged children were about 93%, with little difference by gender.

[Reference: *The Annual Status of Education Report (ASER)*]

India ranked 63 out of 64 in the latest Program for International Student Assessment (PISA) study, with some of its best schools ranked about average among those surveyed.

Another report indicated that only 48.2% of students in the fifth grade can read at the second grade level.

[Reference: *The 2011 ASER*]

Another study stated that only 48.2% of students in the fifth grade can read at the second grade level.

[Reference: *The 2011 ASER*]

**Conclusion:-**

India is a country of diverse opportunities and potential. The biggest opportunity is the young population. By ensuring good quality education, the potential of the young generation can be utilized in eradicating the biggest evils of our country like poverty and we can build a nation of our dreams.

I have quoted some of the initiatives which I have seen around me taking place by both government and people. I hope my suggestions are relevant.

**Acknowledgement:-**

Reference: *The District Information System for Education (DISE)*

Reference: *The Annual Status of Education Report (ASER)*

Reference: *The 2011 ASER*

**Author Details:-**

**Name – Dhruv Kargwal**

**Class – 9**

**Pool – A**

**School – Delhi Public School, Faridabad**

**Phone No. – 9811918876, 9999288876**

**Email Id –** [**kargwaldhruv@gmail.com**](mailto:kargwaldhruv@gmail.com)**, vinod.kumar@vodafone.com**