

A Study of Bhopal State India's Failing Education System

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Abstract— In Bhopal state Indian education, a student's marks define the outcome and not the skill. Indian Education system is concentrated more on the marks that a student has acquired rather than giving importance to the skill or competency that has been built. Rather than training the student and imparting long lasting knowledge, the education system is fixated on the student's retention and rote learning abilities. Even the examinations are based on the same value. The curriculum of schools and higher educational institutions is also based around clearing an exam and getting a job rather than all round and skill development of student. Learning is secondary. This research paper focuses on how Bhopal state Indian Education system is heavily dependent on marks and learning rather than skill development and creating competency.

Keywords: Competency, retention powers, rote learning

1. INTRODUCTION

Education is the process of receiving or acquiring systematized knowledge. It is not confined to school or college, but education is addition in the skill and knowledge through any source. India is a land rich in not only culture and history but also its Educational history. In ancient India, majority of the education system was influenced by the Hindu religion which was passed on from one generation to another. Ancient times did not see any formal education system. Some years later came the Vedic system which revolved around Vedas, vedangas & upnishads. The society or the administration did not have any say and could not interfere in the education systems. The students were supposed to leave their homes and live with their Guru (teacher) in the Gurukuls for the entire duration of the study. These Gurukuls focused on each individual's skills and abilities, enhancing them to the fullest. Gurukuls also helped the students to learn the art of living which is a much greater need than math and science. Debates, discussions and skill development were an eminent part of the Ancient education system. Teaching in groups was a common practice but students were taught individually as well based on the capabilities and aptitude of the students. Oral recitation was the basic medium of imparting knowledge and was practiced through various methods like introspection (listening, contemplation and concentrated contemplation), storytelling, memorization, critical analysis, practical study and seminars. Earlier education saw more of analytical

use and value inculcation. Now-a-days modern education is based on rote learning and writing all that down in that written examinations. The focus is on getting marks by cramming and not on understanding. The education system is now a mere tool for getting good marks and job whereas the actual objective of education should be skill and personality development. In a bid to score high, a student usually memorizes things rather than understanding the root cause that thing. And once an exam is over, the student is blank about the subject to a great extent. Education has lost its essence as a tool for enhancing skill, understanding and knowledge. The education system of India not only lacks a framework or procedures to identify innate skills or a child, but it is also well geared to actually obscure and kill these talents. The system forces students to study subjects they aren't even remotely interested in. And score high marks too

2. LITERATURE REVIEW

Lakshmi Mohan, (2014), this article is based on skills amalgamation with higher education. To upgrade the knowledge and skill, higher education is very important. People get enrolled in higher studies but they are only getting theoretical knowledge and no practical knowledge. Meaning that they are just getting bookish knowledge. Student, now days are bookworms. There is no affinity to inculcate practical knowledge in them. All the business organization runs on practical knowledge. To perform properly in any field there must be an integration of human skills with higher

education. Author wants to say that in 19th century there was not demand of practical knowledge. If the people are educated and possessing degrees that was sufficient to get job, but now trends are changed.

Mukhopadhyay Marmar, (2002), this article is based on the total quality management in education. Education is a right of each and every citizen of India. Now a days the quality of higher education is day by day waning. Institutes do not provide better infrastructural facilities to students as well as to teachers during study. On the other hand to save cost institutes hires unqualified staff, because of that quality of higher education is declining. To recover and preserve the quality in educational institute's government has to make obligatory the total quality management program in each and every educational institute. Quality of education is based on quality of human being. Problem in higher education is a serious issue in India and to overcome from this problems government has to take suitable action to improve the efficiency in higher educational.

Goel Aruna and Goel S.L, (2005), this article is based on the issues related to secondary and higher education in India. Every year lakhs of people became graduate from various institutes but in return people are not receiving good job opportunities in the market. Providing knowledge and best placement opportunities to the students are the sole aim of every institution. Quality of education can be pick up only when the qualified staff are hired, best library facilities should be provided, poor and needy students get scholarship facilities, students get industrial visit to catch practical knowledge in a company, institutes must create audio visual room for study and for the discussion. Teacher must take lectures on PPT to give education in more simple way and regularly take PPT presentation of students to remove their stage fear.

According to Surnis, (2006), this article is based on the Quality Enhancement in Higher Education Today's Emerging Issue. Quality of higher education in India is deteriorating due to poor and outdated policies being continued by the Government of India, the issues of caste, gender, religion etc. Every year lakhs of people all over India are getting higher education, but the

standards of education are deteriorating fast. Students are not getting jobs in the market after passing higher studies due to a lot of reasons like poor interpersonal skills, poor communication skills and poor knowledge etc. Reason behinds failures of candidates in interviews are poor quality of education.

H.S Vyas, 2014, It is based on the challenges faced by management education in India. Off course management education is very essential for the students to achieve privileged growth in their career. But the quality of such management education is day by day declining. There are various reasons for the declining of quality of management education. In the top business school numbers of students doing management education but due to internal marks criteria the quality of the education is declining. More than 25% of the marks are in the hands of teacher. Because of that nobody is file any complain against faculty during their course even though the teachers are not up to the mark.

3. RESEARCH OBJECTIVES

1. To analyze the success of Indian education in creating.
2. To focus on the importance of skill development in the Indian Education system.

4. RESEARCH METHODOLOGY

The following paper is descriptive in nature. It describes the nature of Indian Education System from the point of view of Students.

Sampling technique is Convenience Sampling. The sample size taken is 450 students. SPSS 21 has been used and analysis has been done through finding frequency.

5. RESULTS & DISCUSSION

The Indian education system is mainly focused on producing robots that memorize all the commands and put them into action efficiently. But this is not what education is all about. Education means to impart scientific temper and question probing inquisitive skills that help in increasing the skill, logical reasoning as well as the confidence of the students. The educational institutions focus mainly on the examinations rather than training the

students for future career perspective and growth. These examinations only focus on the retention power and rote learning of the students and not the actual capability of the students. In 2014, India's Global ranking in education slipped down to 93. Hence there is a need to expedite the reform system of education in India. A survey was conducted from 450 students on the impact and satisfaction in regards of the Indian Education system.

Table 1: Bhopal state Indian Education System helps in Skill Development

Scale of Agreement	Frequency (Number of respondents)	Percent
Strongly Disagree	70	15.6
Disagree	74	16.4
Neutral	109	24.2
Agree	136	30.2
Strongly Agree	61	13.6
Total	450	100.0

Source: Primary Data

According to the data collected, 30.2% i.e. 136 students agree that Indian Education System helps in Skill Development and 24.2% i.e. 109 students are indifferent about it.

Table 2: Bhopal state Indian Education system creates a sense of reflection (Putting thoughts to actions).

	Frequency	Percent
Strongly Disagree	51	11.3
Disagree	75	16.7
Neutral	165	36.7
Agree	108	24.0
Strongly Agree	51	11.3

Total	450	100.0
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Source: Primary Data

According to the data collected, 36.7% i.e. 165 students are indifferent about Bhopal state Indian education creating any sense of reflection within them and 24% i.e. 108 students agree that It created a sense of reflection among students.

Table 3: Bhopal state Indian Education System develops leadership skills.

	Frequency	Percent
Strongly Disagree	56	12.4
Disagree	61	13.6
Neutral	127	28.2
Agree	134	29.8
Strongly Agree	72	16.0
Total	450	100.0

Source: Primary Data

According to the data collected, 29.8% i.e. 134 students agree that Bhopal state Indian Education system develops leadership skills among the students. 127 students i.e. 28.2% students are indifferent (neither agree nor disagree) about leadership skills being imbibed by the education system.

Table 4: Bhopal state Indian Education System aids in better communication skills.

	Frequency	Percent
Strongly Disagree	51	11.3
Disagree	58	12.9
Neutral	144	32.0
Agree	116	25.8
Strongly Agree	81	18.0
Total	450	100.0

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Source: Primary Data

According to the data collected, 32% i.e. 144 students are indifferent about Indian education aiding in better communication skills and 25% i.e. 116 students agree that education helps in better communication skills.

Table 5: Bhopal state Indian Education System facilitates unbiased judgment.

	Frequency	Percent
Strongly Disagree	50	11.1
Disagree	65	14.4
Neutral	164	36.4
Agree	112	24.9
Strongly Agree	59	13.1
Total	450	100.0

Source: Primary Data

According to the data collected, 36.4% i.e. 164 students are indifferent about Bhopal state Indian education aids in making unbiased judgments and 25% i.e. 112 students agree that education aids in making unbiased judgments.

Table 6: Bhopal state Indian Education System promotes better decision making skills.

	Frequency	Percent
Strongly Disagree	53	11.8
Disagree	68	15.1
Neutral	149	33.1
Agree	114	25.3
Strongly Agree	66	14.7
Total	450	100.0

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Source: Primary Data

According to the data collected, 33.1% i.e. 149 students are indifferent about Bhopal state Indian education aids in promoting better decision making and 33% i.e. 149 students agree that education aids in promoting better decision making.

Table 7: Bhopal state Indian Education System helps to create an entrepreneurial mindset.

	Frequency	Percent
Strongly Disagree	67	14.9
Disagree	131	29
Neutral	121	27
Agree	66	14.7
Strongly Agree	65	14.4
Total	450	100.0

Source: Primary Data

According to the data collected, 29% i.e. 131 students disagree and do not think that Bhopal state Indian education aids in promoting entrepreneurial mindset.

Table 8: Bhopal state Indian Education System provides practical knowledge.

	Frequency	Percent
Strongly Disagree	88	19.5
Disagree	112	25
Neutral	81	18
Agree	101	22.5
Strongly Agree	68	15
Total	450	100.0

Source: Primary Data

According to the data collected, 25% i.e. 112 students disagree and they do not think that Bhopal state Indian education helps in imbibing or getting practical knowledge.

6. FINDINGS

From the study, we found

1. Students are not quite satisfied with the Indian Education System. This is because they are indifferent i.e. they are not sure if education helps in skill development, better communication skills or decision making.

2. Students agree that Bhopal state (Indian) Education System helps in better leadership ability.

3. Two things were highlighted that.

a) Bhopal state (Indian) Education system does not help to propagate Entrepreneurial mindset.

Bhopal state (Indian) Education System does not provide practical knowledge to the students that is required for the job market.

7. CONCLUSION

It is time to revise the Indian Education System. It should be revised not only terms of the syllabus but also the pedagogy used to teach it to students. Theoretical knowledge has its importance but practical applicability is more important. Due to all these lapses in the Education system, a lot of Indian students prefer to study outside India, in countries like the US, Australia etc., where the education system prepares them for what they will in the market.

8. RECOMMENDATIONS

Some recommendation to make the Indian Education system more robust and leading to value addition are:-

1. Revision of outdated syllabus from a theory based system to a system where more emphasis is given to practical knowledge, skill development and preparation for the job market.

2. Sciences (Medical and non-Medical), Commerce and Humanities are the 3 main streams a student has to choose from. There should be more option soother than these three rigid streams.

3. Education should be a kind of career focused learning. This knowledge helps the student to have better idea about hat he/she is going to find in the job market.

4. There is an excessive dependence of Indian Education System on marks. Rather than considering skill and knowledge, the education system motivates rote learning and memorization. The students get caught in the rote loop which consists of:

Learning: Exam--Forget---Preparation

Learning: Exam Learn

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