

ISSUES AND CHALLENGES IN INDIAN EDUCATION SYSTEM – A RETROSPECTIVE ANALYSIS OF STUDENTS’ PERSPECTIVE

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ABSTRACT

As Einstein stated “Education is not learning of facts, it is the training of the mind to think”, Education is not just knowing things rather it must enable one to think beyond horizons the education determines the quality of an individual’s life. The term “Quality Education” is education that focuses on the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, socio-economic status, or geographic location. It prepares an Individual for life not only for examinations. So, quality education is crucial for an individual’s and a country’s development. However, the Indian education system is still based on the “Macaulay’s system”, which was developed by British rulers to create a class of paraphrasers between the British rulers and millions of Indians and is based on Rote Learning. In this context, the study attempts to elicit problems perceived by Postgraduate Students in Indian Education System and explains the need for improving the Indian Education system. Qualitative Research Method was adopted as the research was aiming at a Retrospective study and the methodology consists of descriptive statements. The data was collected from respondents using Case Studies. The whole paper discusses salient findings of the study as well as suggestions.

KEYWORDS: *Quality Education, Macaulayism, Rote Learning, Higher education, Challenges, Colleges, Universities*

LIST OF ABBREVIATIONS USED

- AICTE - All-India Council of Technical Education
- CBCS - Choice Based Credit System
- CBSE - Central Board of Secondary Education

- CEO - Chief Educational officer
- CGPA - Cumulative Grade Point Average
- CISE - Council for Indian School Certificate Examination.
- EQ - Emotional Quotient
- ESEA - Elementary and Secondary Education Act
- FGD - Focus Group Discussion
- FICCI - Federation of Indian Chambers of Commerce and Industry.
- GDP - Gross Domestic Product
- GER - Gross Enrolment Ratio
- GER IB - International Baccalaureate
- IIT - Indian Institute of Technology
- IQ - Intelligence Quotient
- MBBS - Bachelor of Medicine and Bachelor of Surgery
- MHRD - Ministry of Human Resource Development
- NCERT - National Council of Educational Research and Training
- NEET - National Eligibility cum Entrance Test
- NEP - National Education Policy of India
- PA - Public Act
- PG - Postgraduate
- SSA - Sarva Shiksha Abhiyan
- UG - Undergraduate

In this chapter, the researcher presented the theoretical aspects of the study, especially about the Indian Education System and its historical background highlights on Precolonial, British period, and post-colonial period also discusses educational policies in independent India, New Educational Policy (NEP 2020), merits and demerits of the Indian education system, problems faced by students in the present education system, alternate education system, especially about Paulo Freire's Education Model and Role of Social Workers in Dealing with the Problems of Education.

INTRODUCTION

Nelson Mandela "Education is the most powerful weapon that one can use to change the world.". Education is a critical component of individual development, and it certainly influences the quality of a

person's life. Education not only makes one smart, but it also changes the way one understands things. Without formal education, one may not be able to perceive things critically. Education is indeed essential in society. It promotes great learning throughout a person's life. Literacy is a crucial weapon for self-defense in a world where social relationships involve written media. An illiterate person is significantly less prepared to defend herself in court, obtain a bank loan, enforce inheritance rights, utilize new technology, compete for secure employment, and participate in political activity – to successfully participate in the modern economy and society. It teaches information, beliefs, abilities, values, and moral practices. It enhances people's quality of life and boosts their social and economic standing. Education improves and brings harmony to people's lives. It changes people's personalities and helps them feel more confident. Education is a constitutional obligation of every citizen in India. As a result, people of any age, religion, caste, creed, or area are free to obtain an education. Although the quality of Indian education is still debatable, India has the world's largest democratic educational environment, with up to 34 crore children learning here, more than the whole population of some nations.

HISTORICAL BACKGROUND

PRE-COLONIAL PERIOD

The Hindu religion impacted the majority of education in ancient India, which was passed down from generation to generation. There was no official schooling system in ancient times. After a few years, the Vedic system emerged based on the Vedas, Vedanta, and Upanishads. Society or administration seemed to have no voice and could not intervene in educational systems. Vedic and Buddhist education systems were developed during ancient times. Sanskrit was the language of the Vedic system, whereas Pali was the language of the Buddhist system. The primary goal of ancient Indian education was to provide students with a high-quality education. The main goals of education were to enhance culture, character, and personality and create and cultivate noble values. The goal was to develop students' mental, physical, and intellectual personalities in order to prepare them for the future and help them survive in any circumstances. Vedas, Brahmanas, Upanishads, and Dharmasutras were used in education during the period. Our ancient school was founded with Rigveda to educate students in the outer body and the inner body. In ancient schooling, students were taught principles like humility, honesty, discipline, self-reliance, and respect for all creatures. Education was largely given in ashrams, gurukuls, temples, and private homes. Students were occasionally taught by temple pandits. Ancient India's educational system has some unique qualities that are not seen anywhere. The students were meant to leave their households and live in Gurukuls with their Guru (master) for the duration of their studies. These Gurukuls

concentrated on each individual's skills and abilities, strengthening them to the utmost extent possible. Debates, discussions, and skill development were all important aspects of ancient education. (Mangesh M. Ghonge, Rohit Bag and Aniket Singh (2020), Indian Education: Ancient, Medieval and Modern. IntechOpen, access 2022)

BRITISH PERIOD

With the establishment of British rule in India, their policies and methods violated the legacies of old schools of thought, demanding the creation of a class of subordinates. They enacted laws that aimed to paint an Indian canvas with English colours through the education system to achieve this purpose. The British East India Company was initially indifferent to the growth of the educational system because its primary goal was trading and profit-making. To rule in India, they planned to educate a small section of the upper and middle classes to establish a class that was "Indian in blood and colour but English in taste," acting as interpreters between the government and the people.

The British introduced several education policies to achieve their aim, one of which was Macaulay's Education Policy (1835), which enabled them to accomplish their goal. He called for the closure of all universities that taught exclusively eastern philosophy and disciplines. He also urged the government to educate only a few Indians, who would then educate the rest of the population. This is known as the 'downward filtering' policy. Although the Indian government made so many reforms in the Indian education system after independence, the Indian education system is still structured based on Macaulay's Education Policy. The primary goal of the education system was to impart to people the values of intellectual capability and social responsibility so that they might contribute to the country's socio-economic progress. However, as CEOs of several well-known multinational corporations have pointed out, our educational system is producing unemployable degree holders with little or no practical experience. According to a 2009 World Bank- Federation of Indian Chambers of Commerce and Industry(FICCI) poll, just 64% of employers are moderately happy with fresh graduates from Indian engineering universities. (Source: Jagran Josh, access 2022)

POST-COLONIAL PERIOD

Since 1947, India's government has formed three key commissions to recommend educational reforms. The University Education Commission of 1949 offered important suggestions on course rearrangement, evaluation procedures, learning materials, student services, and teacher recruitment. The Secondary Education Commission, which managed to meet from 1952 to 1953, was primarily concerned with

secondary and teacher education. The 1964–66 Education Commission carried out a thorough examination of the whole subject of education. It established a national model for all levels of education. The report of the panel resulted in a resolution on a national strategy for education, which was formally released by the Indian government in July 1968. In 1986, this policy was updated. Educational technology, ethics, and national integration were all promoted in the new strategy. In 1950 the government of India appointed the Planning Commission to provide a blueprint for the development of several elements of society, including education. Since that, additional plans were prepared and implemented. The main objectives of these plans were

- To achieve universal elementary education,
- To eliminate illiteracy,
- To establish vocational and skill training programs,
- To upgrade standards and modernize all levels of education, with a focus on technical, science, and environmental education, morality, and the relationship between school and work, and
- To provide high-quality educational facilities in every district of the country.

The Ministry of Human Resource Development had a national department of education, which was headed by a cabinet minister. The national and state governments were advised by a Central Advisory Board of Education. The Department of Education was home to several independent groups. The AICTE 1945 (All-India Council of Technical Education), the University Grants Commission (1953), and the NCERT 1961 (National Council of Educational Research and Training) were the most prominent organizations. The first organization provided technical education advice to the government and set standards for the advancement of technical education. The second organization was in charge of promoting and coordinating university education as well as developing and maintaining university teaching, examination, and research standards. It had the power to investigate universities' financial procedures and increase funding. The third body worked to improve school education quality and assisted and advised the Ministry of Human Resource Development in the implementation of its education policies and major programmes. (Source: Kattackal, Joseph A. (1975). *Educational Development in the Post-colonial Period in India: Problems and Prospects*. University of Ottawa, access 2021)

EDUCATION POLICIES IN INDEPENDENT INDIA

Since the country's independence, the Government of India established several education commissions from time to time. The University Education Commission of 1948 was the first commission established in

independent India, followed by the Secondary Education Commission (1952), the Indian Education Commission (1964), the National Policy on Education (1968), the Draft National Policy on Education (1979), the National Policy on Education (1986), the National Policy on Education (1992), the Sarva Shiksha Abhiyan (SSA), and the Right to Education Act (2009). Of these, the most recent was the Sarva Shiksha Abhiyan (SSA), which became active in 2000 to achieve the goal of universalization of elementary education among these. The National Policy on Education of 1968 is a crucial one, which was based on the recommendations of the Kothari Commission. This National Policy on Education is aimed at 'complete reformation' and provides educational opportunities to all sectors of society to achieve the objective of harmony and unity. The policy advocated compulsory education for children aged 6 to 14, as specified in the Indian Constitution. It is also suggested that regional languages be promoted to be utilized in secondary schools.

The Commission believed that English should be the medium of instruction in schools and that Hindi should be the national language. The National Policy on Education also encouraged the promotion of Sanskrit, which served as a symbol of India's cultural past. This policy advises the Indian government to spend 6% of its national GDP on education. The 'three language formula' was heavily criticized in the 1968 National Policy on Education. The general belief was that the third language was imposed on the pupils against their interest. Additionally, it was pointed out that the policy was highly unclear and lacked clarity by not explaining how the policy's rules might be applied. However, the program drew a lot of attention since it was the first of its type in independent India to provide the educational system with a suitable direction. This approach was praised as the first organized effort to shape Indian education despite the criticism. In India, the state operates about 80% of the schools. Most Indian villages lack proper schools, forcing pupils to travel a few miles to receive their basic education. (Source: Mousumi Mukherjee 2015 Indian education at the crossroads of postcoloniality, globalization, and the 21st century Knowledge Economy (Part 1). University of Melbourne. Policy Futures in Education, access 2021)

NEW EDUCATION POLICY

In July 2020, the new education policy was implemented. After the implementation of the New Education Policy 2020, the Ministry of Human Resource Development (MHRD) has been renamed the Ministry of Education. As a result of this new education policy, the Ministry of Human Resource Development will be renamed the Ministry of Education. Education will now get 6% of the country's total GDP. PM Narendra Modi's government approved the 'National Education Policy 2020' to transform India's education system by 2040. After a 34-year gap, the NEP has implemented a host of education changes in

both higher education and schools. Its goal is to implement comprehensive education reform rather than a holistic approach. The National Education Policy 2020 (NEP 2020) is the first education policy of the twenty-first century, and it aims to meet our country's present developmental challenges. The Policy suggests that all components of the present educational framework, including regulation and governance, should be revised and reformed to create a new educational system that meets the key objectives of 21st-century education. Access, fairness, quality, affordability, and accountability are the core pillars of this policy. The policy holds that the purpose of education is to produce better people who are capable of logical thought and action, compassionate and understanding, courage and resilience, analytical temperament and creative imagination, and ethical grounding and values. Its goal is to produce active, productive, and contributing citizens who will help to construct an equitable, inclusive, and diverse society as our Constitution intends. Learners' flexibility to pick their learning pathways and programs, and therefore their paths based on their abilities and interests, to avoid harmful hierarchies and barriers, there will be no formal divides between the arts and sciences, curricular and extracurricular activities, vocational and academic streams, and other areas of learning.

A multidisciplinary and comprehensive education in the sciences, social sciences, arts, humanities, and sports to preserve the unity and integrity of all knowledge Promotion of multilingualism and language power in learning and teaching. Communication, teamwork, cooperation, and resilience are examples of life skills. Instead of summative evaluation, formative assessment should be used regularly for learning. 'Light yet Tight' regulatory framework to improve educational integrity of the system, transparency, and resource efficiency Autonomy, Good Governance, and Empowerment encourage creativity and out-of-the-box thinking, these are all the principles of the NEP 2020. This National Education Policy intends to create a world-class education system based on Indian values and guided by the ideas outlined above, converting India into a worldwide knowledge superpower. (Source: Ministry Of Education Government Of India, National Education Policy 2020, access 2022)

MERITS OF INDIAN EDUCATION SYSTEM

- The wide range of disciplines offered guarantees that students are well-versed in as much as possible.
- Some disciplines educate pupils about India's long-forgotten culture, which they should be aware of.
- Some students find it easier to decide what profession they want to pursue a career in since they are exposed to so many courses.

- Economics and English subjects like these assist students in their daily lives.

DEMERITS OF INDIAN EDUCATION SYSTEM

- Most courses, such as chemistry and physics, focus mainly on textbook knowledge when they should be interesting applied subjects to learn.
- There is a strong focus on studying all day rather than physical education and sports.
- In Indian schools, sex education is not provided, which is something that should be properly taught to pupils each year.
- Because many schools do not teach ethics and manners, there is less attention on character development. Students are under a great deal of stress as a result of the subject content and schoolwork, which is extremely difficult for many to endure.
- In schools, large classrooms mean less attention is paid to each student's learning. This is harmful to a student's educational journey both during and after school.

The Indian Education System has several challenges, and plans should be developed and implemented to ensure that students receive better-tailored education. Reduced costs, shorter events, standard examinations, and a greater focus on extracurricular activities are just a few of the agreements that may be made. (Source: Entranciology 2017, Smriti Mishra 2021: Drawbacks of Indian Education System access, 2022)

PROBLEMS FACED BY STUDENTS IN THE PRESENT EDUCATION SYSTEM

The most significant challenge affecting India's education system is the quality of education provided to pupils, as much of the education provided to students in India is mostly theoretical and lacks a practical component. Indian institutions do not have enough funds to improve the quality of education, resulting in limitations in facilities, teaching environments, and quality professors. In rural locations, infrastructure facilities at schools and institutions provide very inadequate education. Teachers are underpaid, and because they are inexperienced, they are hesitant to work very long hours. While theoretical understanding of any subject is important, it does not play a major role when it comes to implementing these ideas in the real world. This practice makes them confused when the students go out in the real world due to a lack of practical knowledge. (Source: Pooja Mehta. Problems Faced in the Progress of Education in India, access 2022) Our educational system prioritizes rote learning above practical applications and analytical skills development. Despite the government's efforts to adopt the CGPA system at the elementary, secondary, and university levels, the system lacks the competent experts and

employees necessary to sustain this sort of educational framework. There isn't a single trace of practical applications, experiential learning, or a unique approach to theory. This is among the major flaws in the educational system. Students memorize texts with little regard for the consequences of their behavior. According to studies, just 18.3 percent of engineers who pass every year are hired in India. It's past time for us to stop encouraging students to mug rather than supporting them. It's past time for us to construct a system that stops encouraging students to memorize facts and instead facilitates them in gaining practical experience (Source: Digital TK: Indian Education System Advantages Disadvantages 2019, Saral Study: Issues and Challenges in Indian Education (2020),

BYJU'S: MAJOR ISSUES IN THE INDIAN EDUCATION SYSTEM, ACCESS 2022

Alternate Education System

"A school or program maintained and administered by a local or regional board of education that is offered to students in a non-traditional educational environment that meets the social, emotional, behavioural, and academic needs of such students," according to Public Act No. (PA) 15-133. Alternative education students benefit from the same academic standards as all other students, but in a different or unique environment that addresses challenges that exist in regular settings.

Alternative education can assist students to graduate by developing healthy relationships, focusing on individuals' unique qualities, skills, and social/emotional/behavioral needs, and providing academic thoroughness and cultural relevancy of learning. Students' needs may be addressed in alternative education environments by providing innovative programming, irregular hours, or hybrid experiences. Alternative learning approaches such as Montessori and Steiner advocate for a holistic approach to learning that is independent of the competitive character that dominates most institutions, and in which children choose to study instead of being forced to. Where self-satisfaction is their purpose rather than a gold star or certificate. Instead of dragging others down so they can get to the top, they compete with themselves to become the best person they can be. Those who are enrolled may have academic, social/emotional, and/or behavioral issues that are not being met by a traditional program or school. The learning environment in alternative education is not always the classroom because any place may conveniently fit into the system. This is because learning techniques result from the fact that learning techniques are the result of active collaboration between a range of sources, including students, instructors, parents, schools, and society. In an era where Emotional Quotient (EQ) took priority over Intelligence Quotient (IQ) in every profession, traditional education techniques have also failed to address

the emotional needs of students. (Source: CSDE: Guidelines for Alternative Education Settings, access 2022, Sanjana (2019) The path less taken: Alternative education in India.)

PAULO FREIRE'S EDUCATION MODEL

Alternative education is a step in the right path for those who can address the problems of the future with confidence and leadership. One of the best Alternative Education philosophies was introduced by Paulo Freire who was one of the twentieth century's most influential educational philosophers. He worked incredibly hard to serve others through his ideology and critical pedagogy practice. Freire, a native of Brazil, set out to eradicate illiteracy among people from previously conquered countries and continents. His observations were based on the social and political reality of former slaves' children and grandchildren. His ideals, life, and efforts all helped to improve the living conditions of oppressed people. The Banking Concept in Education is a philosophical concept first Paulo Freire in his 1968 book "Pedagogy of the Oppressed." The education "banking" concept is a way of teaching and learning in which students simply store the knowledge conveyed to them by the teacher. The "banking system," as Freire refers to it, is simply an act that suppresses students' intellectual progress by turning them into mindless "receptors" and "collectors" of knowledge with no actual relevance to their life.

Freire states, "Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely in the world, not with the world or with others; the individual is a spectator, not re-creator. In this view the person is not a conscious being (corpo consciente); he or she is rather the possessor of a consciousness: an empty "mind" passively open to the reception of deposits of reality from the world outside". A classroom is arranged in a "banking" kind of atmosphere such that students' primary task is to memorize and properly recall the material delivered by the instructor.

They are not required to contribute in any other manner and are just expected to absorb the material. He introduced another philosophy called "Critical Pedagogy" the term critical pedagogy is a teaching technique that encourages students to examine and challenge dominant beliefs and behaviours. In other words, it is a philosophy and practice that assists students in developing critical consciousness.

Critical Pedagogy is defined by Paulo Freire as "Habits of thought, reading, writing, and speaking that will go beneath surface meaning, dominant myths, official declarations, traditional cliches, received wisdom, and mere opinions to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter,

policy, mass media, or discourse." The world is viewed as fixed and unchanging under this approach, and pupils are simply expected to fit into it as it is. Freire offers the Problem-Solving Method in Education, as opposed to the Banking Concept in Education. This strategy is focused on "showing reality as it is" and not simply ignoring the truth. Furthermore, it considers two-way learning fundamental in all education and considers discussion an essential component of successful education.

The Problem-Solving Method in Education teaches pupils to think critically, stresses scholarly research, and encourages action based on reality. Most crucially, the Problem-Solving Method in Education enables pupils to break away from the stressful, hierarchical nature of traditional education systems. Rural families have the idea that more and more members of the family should work; therefore, little children are sent out to earn the family's daily livelihood instead of attending school and receiving a basic education. The majority of Indian parents are unwilling to send their children to schools to receive a basic education because they are illiterate and do not understand the significance of education.

Key Characteristic of the Problem Posing methods are

- Learners are aware of their abilities.
- Problem-solving is a form of learning;
- Learning has to be practical;
- Students and instructors are co-investigators;
- The teacher learns from the students; and
- Learning is the process of becoming.

In this context, the researcher attempts to conduct a study among Postgraduate students to elicit their opinions and perceptions about the Indian Education System they have experienced over the years. (Source: IEP: Paulo Freire (1921—1997), access 2022, State university: Paulo Freire (1921–1997) Conceptual Tools, Philosophy of Education)

ROLE OF SOCIAL WORKERS IN DEALING WITH THE PROBLEMS OF EDUCATION

Firstly, social workers should understand the impact of these problems in the Indian Education System, investigate how to address these flaws, and recommend reform measures to policymakers so that the reformed system would be perfect. They should also raise student knowledge of the system in which they are learning and how it will impact their lives.

From this chapter, the researcher gained an understanding of the essential elements of the Indian Education System, such as how it was formulated and how it evolved into a fully organized system as a result of government reforms. In this chapter, the researcher has presented and analyzed papers from previous studies related to the study topic which was done by various researchers within and from other countries and they are categorized into international and national reviews and presented in chronological order.

INTERNATIONAL REVIEWS

In his paper Marie Lall (2005) “The Challenges for India’s Education System” stated that there is no common school system; instead, children are directed to private, government-subsidized, and public schools based on their ability to pay and social class. At the top are English-language schools affiliated with the high-end examination boards CBSE (Central Board of Secondary Education), CISCE (Council for the Indian Schools Certificates Examination), and IB (International Baccalaureate), offering curricula and programs recognized around the world. Those who cannot afford private schools attend government-subsidized English-language schools affiliated with state-level examination boards. And at the bottom of the scale are badly run by a government or municipal schools, which provide education to children from the poor majority the education that young Indians receive varies considerably according to their means and origins, which is a worrying and problematic trend. He states that this structure would cause imbalance or strata in society. He concluded that India’s education system fails large numbers of its young people, either because education is not available or because it does not provide students with relevant skills.

In his paper Rohan Mukherjee (2008) “Higher Education in India: Contemporary Issues and Opportunities for Foreign Participation” Rohan Mukherjee (2008) mentioned that Higher education in India has been described as a mediocre sea with a few islands of excellence. There is also the problem of equity, in addition to issues about access and quality. The system under-represents socially and economically disadvantaged populations, and their academic achievement is below average. Access, equity, and quality are three of the most urgent issues in Indian higher education. These are, however, only indicators of a more serious problem, one that is linked to the loss in public funding in higher education, as well as the existence of a flawed, overly rigid, and inefficient regulatory structure, are two major restrictions that the system faces today. In their paper Sam Hill and Thomas Chalaux (2011) “Improving Access Quality in the Indian Education System Economic Department Working Papers” they conclude that Although certain Indian higher education institutions perform well in worldwide rankings,

many graduates appear to be underprepared for the workforce. Regulation is frequently ineffectual, limiting options and limiting entrance and innovation. Several recent reform initiatives may be of assistance in this respect. The National Council for Higher Education and Research, a proposed new general regulator, might eliminate regulatory overlap. It would, however, need to take a softer regulatory approach and give universities and colleges greater authority. More management autonomy for vocational training institutions is also required, as are closer connections with industry to ensure quality improvements and programme relevance.

In his paper Arunab Kundu (2018) on “Blended Learning in Indian Elementary Education: Problems and Prospects” quoted Modern education in India, from elementary school to university, is frequently criticized for emphasizing rote learning over understanding, critical thinking, and problem-solving (Jha & Parvatti, 2014). Even very early primary pupils, however, spend the majority of their time learning a succession of unrelated concepts. Open arguments and logical thinking are prioritized over textbook knowledge, dogmatic ideologies, and exam results. There is little opportunity for creativity to flourish, which is an important component of normal child development (Rose & Doveston, 2015). He concluded that although obvious implementation issues, blended learning has the potential to transform Indian primary education. Positive outcomes are most probable when participants share an inspirational goal, seek maximum participation and bring out the best in others, celebrate successes, and model collaborative behaviors.

NATIONAL REVIEWS:

In their book called Educational Administration and Management: An Integrated Approach by Goel Aruna and Goel S.L (2009), focuses on secondary and higher education concerns in India. Every year, lakhs of students graduate from various colleges, 16 yet they do not receive decent career chances in the market. Every institution's only goal is to provide students with education and the greatest possible placement chances. Only by hiring qualified staff can the quality of education be improved. Best library facilities should be provided, poor and needy students should be given scholarship opportunities, students should be taken on industrial visits to gain practical knowledge in a company, and institutes should create audiovisual rooms for study and discussion. To provide instruction more efficiently, teachers should use PPT presentations in their lectures, and students should use PPT presentations regularly to overcome stage fright. In the article Fazal Rizvi and Radhika Gorur (2011) “Challenges Facing Indian Higher Education”, with growing policy anxiety in India about the risks of losing its advantage in the fiercely competitive global knowledge economy unless its universities are re- engineered, as a result, the

government has enlarged its spending in higher education while simultaneously beginning to reduce some of the system's bureaucratic rigidities, allowing universities greater organizational autonomy. As long overdue and welcome as these measures are, we have maintained that, while larger resources are certainly required to reform Indian higher education, they are not sufficient. This is because the challenges of the Indian higher education system are complex, relating to a variety of dilemmas resulting from the historical constitution of Indian higher education, as well as organizational traditions and cultural ideas about its nature and functions in society. We have argued that unless these challenges are solved, the Indian higher education system will continue to struggle, producing isolated pockets of academic achievement while leaving the nation as a whole poorly served.

In the article Singh J D (2011) Higher Education in India – Issues, Challenges, and Suggestions, after independence, there was a huge expansion in the number of institutes of higher learning in all areas. However, with the quantitative growth, it has been able to address the basic issue of quality. To maintain that rate of growth, the number of colleges, as well as the quality of higher education in India must be increased. To meet and exceed future expectations, there is an urgent need to reconsider financial resources, access and equity, quality standards, relevance, and, finally, adaptability. In the article Vibhash Kumar (2013) “Challenges and Opportunities In Higher Education System In India”, policy reforms are being implemented with extreme care but essential now is that those policies see the light of day to have any effect. When we talk about the demographic transition today, the first thing that comes to mind is a complete reform of the Higher Education system and his recommendations are • To bring in industry executives to provide lectures to students, or, more properly, to provide students with the supervision and mentoring of industry people who are well versed in the corporate hierarchy's structure. • To teach faculty members for them to be able to train ambitious students. in exchange • Making industry training essential for students beginning with graduation to effortlessly adapt to the industry's demanding needs.

In an article by Vyas H.S. (2014), is based on the difficulties that management education faces in India. Of course, management education is critical for students to attain privileged professional progression. However, the quality of such management education is decreasing. There are several explanations for the decrease in management education quality. The number of students pursuing management education at the top business schools is increasing, but the education quality is decreasing due to internal grading standards. More than 25% of the marks are in the hands of the teacher. As a result, no one files a complaint against faculty throughout their course, even if the lecturers are inadequate.

In the article Krish Sankaran (2015), “Indian Education Crisis: Challenges in Curriculum Building”, concluded that Education is intended to enhance an individual's physical, intellectual, and spiritual qualities, not only his or her intellectual dimension. Only such education can produce men and women with great moral values, sharp critical thinking ability, and deep understanding. The current educational system shamelessly mirrors the industrialization concept of mass production of students who adhere to some norms established and enforced by authorities. Sahil Sharma and Purnendu Sharma (2015) in their paper “Indian Higher Education System: Challenges and Suggestions” concludes that in higher education, India has a low rate of enrolment i.e., Gross Enrolment Ratio (GER), at only 19%. If we compared china and brazil GER is 26% and 36%, the crucial reason for this problem is that Indian higher education is facing the problem of poor quality of the curriculum. Most of the higher educational institutes' curricula are outdated and irrelevant, and there is very little collaboration of higher educational institutes with industries. They’ve concluded that among all the challenges these two must be prioritized first.

In the article Yogesh U Gaikwad,,Nilesh R Berad (2015), “Higher Education in India: Challenges and Opportunity” concluded, Many commissions and committees created by the government to recommend improvements have identified the same challenges in Indian higher education. However, there has been a severe lack of courage and political determination. It is also crucial to note that, in the same manner, efforts have been made to change secondary level education in schools, higher education must be improved. It is past time for institutions to accommodate the increasing demand for students, or else this human resource boom would quickly turn into a population disaster for the economy. Despite these good trends, the Indian higher education system still has many structural flaws, which cause challenges in meeting future expectations.

In a paper “Improving the Indian Education System Using Germany as a Benchmark” Abhinava Mishra, Ankit Gupta, Arpit Narechania, Ashish Kumar and Chamundeswar Nadh (2015) begins their thesis with a sarcastic quote “In India, one gets his engineering degree first then chooses his career” which is quite true. In his article, he referenced an IFIH survey of the Indian education system, which was partially funded by NCERT. The survey was divided into two parts: a questionnaire on Indian values and culture and another about characteristics of the Indian educational system. The poll included 11000 students from all around India. Major findings of this survey were • 50% of students believed Indian education system is deficient in some aspects

- 62% of students believed loads of textbooks to be carried to school are not only excessive but also unnecessary

- 35% of students reported being under pressure from parents to get better grades they concludes that our country's education system is currently an issue.

Bright brains are moving out to facilitate the growth of other country's economies. We have constructed IITs, IIMs, law schools, and other institutions of quality, yet they appear to be of little value to the progress of the nation. A large amount of government money is invested, yet the results are not as projected by many policymakers. Something is wrong with this system, and it needs to be investigated.

In his paper Afroz Haider Rizvi (2016) "Qualitative Reforms in Indian Tertiary Education System," stated that We have pupils whose goal is not to gain information but to find a job, and the purpose of professors is to complete the syllabus within the time constraints. Second, our course curriculum is entirely theoretical, even though it should be skill-based. Third, an independent regulatory system is essential to ensure that our institution's quality is not jeopardized. Finally, our institutions should reach an arrangement with the corporate sector for our students' summer and winter training. Fifth, business gurus should be asked to regularly give lectures at universities/colleges. Sixth, finishing school programs should be implemented at all institutions. He also suggested that there is also a need to shift from the existing system of assessment, which only assesses students' rote learning abilities, to evaluation methods that include testing students' soft skills and analytical capacity. Choice Based Credit System (CBCS) should be implemented uniformly at all universities/colleges/institutions. The degree should be given in the form of grade points ranging from 0 to 9. Course content should be divided into two categories: core courses and open courses. Core courses are required subjects for students pursuing bachelor's or master's degrees. Open courses are electives that students can take to gain knowledge and skills. The course content should be organized in credits over a four-semester period. Core courses should account for 60% of the total allocated credit, with the remaining 40% coming from electives.

In the paper "Education System in Modern India" by Mohan Gautam, Sunny Singh, Gopal Fartyal, Ankit Tiwari, Kuldeep Singh Arya (2016) they stated that Individuals' abilities vary depending on their mental process and learning style. Some people learn by logical analysis, while others learn through group discussions and actual applications. However, the educational system does not cater to all learning types. Indian classrooms are intended for typical assimilationist students who learn by watching and thinking. Theoretical knowledge is prioritized, while practical skills place second. If education is given while considering the various learning styles, students will be able to absorb much more from the class and, as a result, will be better capable of applying it in real-life circumstances. They've also stated that in our nation, students must pick their area of study before entering college. They are then bound to a certain

domain and hardly have the opportunity to change their course of study. This rigid and inflexible system is problematic because it limits individual growth, and people may wind up picking a topic based on peer pressure and being trapped with it for the rest of their life and concluded that there is an urgent need to analyze and evaluate the central government's and regulatory authorities' national education policy.

In the Book which is based on overall quality management in education by Mukhopadhyay Marmar (2016), he stated that Every Indian person has the right to an education. Nowadays, the quality of higher education is deteriorating. During their studies, institutes do not give adequate infrastructural amenities to both students and professors. On the other side, to save money, institutes recruit untrained employees, and as a result, the quality of higher education is diminishing. To regain and maintain quality in educational institutions, the government must make overall quality management mandatory in all educational institutions. The quality of education is determined by the quality of the human being. Higher education is a severe issue in India, and to solve it, the government must take appropriate steps to increase the efficiency of higher education.

In the article Issues and Challenges in Higher Education System, Zaffar Ahmad Nadaf and Bilal Ahmad Bhat (2016), concluded that our heterogeneous educational system, which is based on geography, rural-urban divisions, and rich-poor inequalities, has provided educational institutions with a huge problem. Different colleges, universities, and technical institutes have provided various types and qualities of education. Some of these are very amazing. Providing high-quality education, although some of them are of poor quality.

In his paper, Younis Ahmad Sheikh (2017) "Higher Education in India: Challenges and Opportunities" concluded that to maintain that rate of growth, the number of colleges, as well as the quality of higher education in India, must be increased. He suggested that there is a need to implement creative and transformative approaches from basic to higher education levels to make the Indian educational system more relevant and competitive worldwide also suggested that there is a need to focus on graduate students by providing them with courses in which they would achieve excellence and get a better

understanding of the topic so that they can find employment following recruitment in organizations, consequently reducing the needless rush to higher education.

In an article Indian Elementary-Secondary Education: Programs, Background, and Issues from Congressional Research Service (2017) The comparatively poor academic outcomes of Indian students, the impact of the Elementary and Secondary Education Act (ESEA) on Bureau of Indian Education (BIE)

schools, the poor condition of BIE school facilities, and the allocation of funds are just a few of the problems concerning Indian education. The federal government has been actively involved in addressing these challenges holistically to improve Indian students' academic success.

In the article Dr.Surajben and B. Vasava (2018) Challenge for Higher Education in India they concluded that to meet and exceed future expectations, there is an urgent need to reconsider financial resources, education rules, accessibility and justice, high-quality requirements, relevance, and, finally, responsiveness. Several compounds are extremely useful in obtaining and preserving international excellence. There must be careful selection of workers and continuous personnel development, particularly through the promotion of relevant educational development programs, as well as perfecting the technique of instruction. With growing policy anxiety in India about the risks of losing its advantage in the fiercely competitive global knowledge economy unless its universities are re-engineered, the Indian Government has finally implemented a series of reforms to its higher education system. It has started to see these reforms as integrally related to the needs of the global economy and the altering architecture of global higher education.

In the article Introspection into Indian School Education System by Abshana Jamal (2020), she concluded that, despite having a wealth of human resources, India has been unable to accomplish the economic progress that we have imagined for decades. The quality of education is crucial in this aspect. We will not be able to accomplish social and economic prosperity unless we teach our children to think critically. We will be able to accomplish quality education by addressing the fundamental issues and implementing solutions such as innovative and new curriculum, reforming teacher training, and adding vocational training.

In the paper “A Study of India’s Failing Education System” by Ms. Manya Jain (2020), she stated that Higher education is critical for improving knowledge and skills. People enroll in higher education, yet they just receive academic information and no practical expertise. That is, they are only gaining theoretical information. Today's students are bookworms. There is no desire to instill practical knowledge in them. The entire corporate organization is based on actual expertise. Human talents must be combined with higher knowledge to do well in any sector. The author wishes to state that there was no requirement for practical knowledge in the nineteenth century. It used to be that being educated and holding a degree was enough to secure a job, but times have changed.

In the article Employability of Students in Indian Higher Education: Challenges and Opportunities by Arvind Kumar Bhatt and Smita (2021), concluded that because of rapid technological breakthroughs, disruption has become a way of life. However, the higher education system is still trapped in the colonial idea of generating English-speaking students who will be slaves for the rest of their lives. A country in conflict with its neighbors must modify its higher education system to generate fighters, innovators, and entrepreneurs rather than slaves. The first requirement for reforming the higher education system is a strong political will. By analyzing the literature of foreign and national articles, the researcher observed that the Indian Education System has several structural flaws that must be addressed through educational reforms. Further, it is understood that the authors have attempted to do a qualitative analysis based on secondary data. The present study has been planned to elicit data based on primary sources. Hence, it is significant in the present context. In this chapter, the researcher explains the research technique, study design, sample method, data collection methods, and research limitations, as well as why he chose these approaches.

STATEMENT OF THE PROBLEM

Lord Macaulay established the modern educational system with "Macaulay's Minute of 1835," an educational strategy. The policy of "Macaulayism" is the introduction of the English Education System to their colonies.

The primary goal of "Macaulayism" was to create a semi-governmental class between the British rulers and the millions of Indians. The second goal was to establish a class of people who were Indian by blood and color but British in taste, opinion, morality, and intelligence, and they achieved their goal. People now consider English to be a status symbol rather than a language. They consider "Mother Tongue Education" to be a shame to their status. However, academics point out that learning one's mother tongue helps strengthen one's language skills and develops a person's personal, social, and cultural identity. The British created this approach to keep their colonies thinking in "Binary or Linear" terms rather than "Lateral or Spectrum" terms and the researcher's hypothesis is our Education System is still being structured on this system which is based on "Rote Learning" this system values Theoretic Knowledge more than the practical knowledge which makes it difficult for students when they go out in real-world due to lack of practical knowledge.

In this context, the researcher has attempted to undertake a study among the Post Graduates students to elicit their opinion and perception towards the Indian Education System they have gone through over the years.

NEED AND IMPORTANCE

The quality of a person's life is determined by their education. It increases one's knowledge, abilities, personality, and attitude; a lack of excellent education impacts not just one's life but also the country's entire growth. "Quality Education" refers to education that addresses each student's social, emotional, mental, physical, and cognitive development, independent of gender, color, socioeconomic background, or geographic location. It not only prepares a student for exams but also for life. As a result, quality education is essential for both individual and national growth. This research aims to identify issues in the Indian educational system and explain why it needs to be reformed.

AIM AND OBJECTIVES

Aim:

The overall aim of the present study is to determine how this educational system impacts students and to identify methods to enhance the system based on their responses.

Objectives:

The specific objectives of the present study are to • To gain a better understanding of the respondent's socioeconomic characteristics. • To analyze the educational background of the student. • To identify difficulties and challenges in the Indian educational system as perceived by Tiruchirappalli PG students. • To understand how these challenges impacted their lives and careers. • To find out ways which could solve these problems through respondents' suggestions. • To report their perceptions towards Indian Education System.

PILOT STUDY

The researcher has conducted a trial Focus Group Discussion (FGD) with a group of 12 respondents on October 14, 2021, and selected individuals from the FGD to analyse a trial case study.

RESEARCH DESIGN

The research topic is "Issues and Challenges in Indian Education System" as experienced by PG students throughout their educational careers. Because this is a retrospective study, the researcher used the Qualitative Research Method, the process of gathering, analyzing, and interpreting non-numerical data, such as language, is known as qualitative research. Qualitative research can be used to better understand how an individual experiences and interprets their social reality. This method consists of non-numerical data such as text, video, pictures, or audio recordings are examples of qualitative data. This type of information can be gathered through handwritten notes or in-depth interviews and evaluated using grounded theory or thematic analysis.

The researcher adapted the Phenomenology approach, the term Phenomenological approach is a type of qualitative analysis that focuses on the experiential, lived experiences of a particular construction that is, how the phenomenon is experienced at the moment it occurs, rather than what is thought about it or the effects on improving to it later and since the study focuses on the commonalities of a lived experience by a particular group this method was adopted by the researcher. (Smith DW · 2003)

UNIVERSE AND SAMPLING

Universe

The Universe for the present study is students pursuing post-graduate in Tiruchirappalli and the sample of this study is students of Bishop Heber and alumni of Bishop Heber who are pursuing their PG in various Colleges. The researchers chose PG students as respondents since the researcher believed that their perception would be more precise and mature when compared to UG or school students.

Sampling

The researcher adapted Convenience sampling, the Convenience sampling is a sort of non- probability sampling in which samples are selected from a group of the population that is close to hand and non-probability sampling is a sampling strategy in which the probability of any individual being chosen for a sample cannot be calculated. It is the opposite of probability sampling, in which the probability may be calculated. However, probability sampling entails random selection, but non-probability sampling does not, it is based on the researcher's subjective judgment. Since the data being collected is based on personal opinions and feelings rather than facts, the researcher changed this sampling procedure and chose his

sample respondents based on his belief that their perception would be similar to the researcher's perception. (Alison Galloway, 2005)

Sample Size

The sample size for the focus group, including the participants in the pilot study, is 31 respondents, and the sample size for the case study, including the trial case study, is 7.

DATA COLLECTION METHOD AND TOOLS

The researcher first held Focus Group Discussion (FGD) to find respondents for the case study, in that FGD the researcher explained to them the purpose, objective, and Background of this study and let them share their challenges and issues felt by them according to their perception and the researcher chose his respondents for his case study by how relevant their perception to this study. After finding respondents the researcher approached them with a semi-structured interview schedule questionnaire for the case study. The researcher asked them questions from the questionnaire and then allowed the discussion to develop, recording all of their experiences and interpreting the data collected.

Semi-structured Interview Schedule Questionnaire • What are the problems and challenges you felt while you were studying? • What do you think is the reason for the problem and challenges? • Do you know how Indian Education System is being structured? • What's your opinion about the Indian Education System? • Do you think that the System limited your innovation? • Do you feel that if you had a different kind of education, you could've been in a better place than you are right now? • Do you think that by rectifying those flaws our Education System can be improved? • How do you feel that our education system will be reformed from scratch someday and our future generations will get a better relevant Education than us?

Limitations of the Study

This dissertation, like several other studies, had the following limitations: • Because this is a perspective study, the results may be limited in scope. • The sample size was minimal, with only five people taking part. Larger sample size would very certainly improve the research's reliability. • In some cases, the respondents couldn't respond with relevance to the study since they didn't have an idea about the Education System.

The researcher outlined the methodology of the study in this chapter and provided details

on the universe, sample, data collecting tools, and research limitations. The data collected by this approach is provided in the next chapter.

CHAPTERIZATION

Chapter I: Introduction

In this chapter, the researcher presented the theoretical aspects of the study, especially about the Indian Education System and its historical background highlights on Precolonial, British period, and post-colonial period also discusses educational policies in independent India, New Educational Policy (NEP 2020), merits and demerits of the Indian education system, problems faced by students in the present education system, alternate education system, especially about Paulo Freire's Education Model and Role of Social Workers in Dealing with the Problems of Education.

Chapter II: Review of Earlier Studies

In this chapter, the researcher has presented and analyzed papers from previous studies related to the study topic which was done by various researchers within and from other countries and they are categorized into international and national reviews and presented in chronological order. 29

Chapter III: Materials and Methods

In this chapter, the researcher explains the research technique, study design, sample method, data collection methods, and research limitations, as well as why he chose these approaches.

Chapter IV: Results

This chapter presents the results of the data collected through Case Studies and Focus Group Discussions and summarized them as a report.

Chapter V: Discussion

In this chapter, the researcher has presented the findings of the study through case studies and Focus Group Discussions and analyzed the collected This chapter presents the results of the data collected through Case Studies and Focus Group Discussions and summarized them as a report.

RESULTS OF CASE STUDY

Introduction

The topic of the research is “Issues and Challenges in Indian Education System” a retrospective analysis of PG students’ perspectives. The Indian education system was introduced by the British before independence. The method introduced by them is an apt method that could keep their colonies as paraphrasers who would follow orders or commands. However, even after independence, this method was not changed. It was only reformed here and there. The skeleton of the system remains which limits our innovation.

Aim

The research aims to find out how this education system affects students and find out ways that could improve the system through the suggestions from the respondents.

Method

The researcher adopted a qualitative research method since it comprises descriptive statements. the researcher used case studies, interviews, questionnaires, and observation methods to collect data for the research.

CASE: 1

Background of the respondent

The respondent A is 21 years old and currently resides in Erode he has majored in Chemistry. The respondent’s father is a Businessman and his mother is a Post Master. The respondent is pursuing his PG degree. He did his schooling in a matriculation school that has adopted state board education and did his UG in an Autonomous College. He did both his schooling and UG in English as his medium of instruction. He was an average student in his academics both in his schooling and UG according to the Indian Education System. Problems and Challenges faced by the Respondent The respondent was an average student in this system not someone with average potential according to him. The respondent was an athlete and a football player during his school days. He always wanted to be a football player right from his childhood. But because of this system, he couldn’t pursue what he dreamt of. Since his parents also studied in this 10+2+3 system of education, they didn’t understand what the respondent wanted all

they wanted is marks they didn't let him practice what he was good at to attain perfection in it, instead they forced him to study and the school also joined hands with his parents to judge him in something irrelevant to his skills.

Suggestions Made by Respondent

The respondent claimed that if he had any chance to chase his dream. He must be in a better place than he is right now. He told that because of this system he lost his passion, he extends that he got himself into a delusion that what he is pursuing now is his passion to cope with reality. The respondent suggested that it would have helped him if the system recognized what he is good at let him excel.

Relevance of the Problem to the Study

The respondent's problem was the system failed to recognize his skill and didn't do any measures to enhance what he already possess. Instead, the system forced him to work on something that didn't correlate with his skills and evaluated him on basis of that. We can elicit that the Indian Education System still serves as a "Paraphraser Producer" not as a system that recognizes and enhances one's skill.

CASE: 2

Background of the respondent

The respondent B is 21 years old and currently resides in Mayiladuthurai he has majored in Computer Science. The respondent's father is a carpenter and his mother is a homemaker. The respondent is a B.E graduate who is working now as an intern in an IT sector. The respondent did his schooling in a government-aided school that has adopted state board education and did his B.E in an autonomous college. He did both his schooling and Bachelor's in English as his medium of instruction. During his course of academy both in his schooling as well as college, he was one of the brightest students in his class he had a good memory that helped him to score more in his examinations.

Problems Faced by the Respondent

Even though he was able to get good marks in the examinations he couldn't express his potential in his area of interest. The respondent was interested in computer coding since his school days but he couldn't focus on only that he had to study all the other things which were not relevant to his area of interest in the name of prerequisite courses. Because of this system, he was forced to work for his exams, not for the skill he had. The system made him work on something which has nothing relevant to his skills.

Suggestions Made by Respondent

The respondent expressed that he couldn't work on his coding skills because he had to focus on his exams instead of molding his skills. He claimed that he had to spend most of his schooling and college days working for the examinations and other activities which is related to the curriculum. He said that his abilities were limited by the system. He suggested that it would be better if the system could add more relevant content according to their skills and interests.

Relevance of Problem to the Study

By this case, we can see how irrelevant the education system is and how the irrelevance of this system affects the students in course of their life. This system has limited the students' ability to think and wasted their precious time working on their skills by making them study something that does not relate to the learner's abilities.

CASE: 3

Background of the Respondent

The respondent C is 21 years old and currently resides in Sivakasi. He has majored in Chemistry. His father is a teacher and his mother is a homemaker. The Respondent is currently pursuing his PG Degree in Chemistry. He completed his UG Degree in Chemistry in an autonomous college. He did his schooling in a matriculation school that has adopted Tamil Nadu State Board Education System. All his education has completely been carried out in English as the medium of instruction. The Respondent was good in academics both in his schooling, UG, and PG program according to the Indian Education System.

Challenges Faced by the Respondent

The Respondent was highly interested in pursuing science as a career in his life. He also wanted to study his higher education in an IIT or a highly focused institution on research. Getting admitted into the Universities required a National Level Entrance Exam. Though the Respondent was potent enough with skills and knowledge, he could not clear those examinations. One important reason for this issue is the current education system. Everything he learned was just asked directly as a question in the examination. He was not practicing applying the knowledge he learned into the questions, which was not at all taught by the current education system. Also, there were very few practical sessions handled in schooling and in UG, which makes it difficult to understand the real essence of science in the current scenario.

Suggestions Made by the Respondent

The Respondent feels that the education system should highly value one's ability, It should evaluate an individual's knowledge, not the marks. The education system must ensure that the student completely understands the concepts in every subject rather than mugging them up and reproducing them in the exam sheets. The current education system must value practical sessions more seriously. It is the only way a subject can be taught easily and kindle an individual's interest in it. If these suggestions are implemented and corrected, the knowledge of Indian individuals will reach its peak.

Relevance of Problem to the Study

This case elicits that the current Education System of India doesn't value the practical knowledge of a student, it only values how they perform in examinations, i.e., this system values one who can byheart something and can write it in the examinations without changing a single word. But this system failed to value students who can apply what he has studied in his academy.

CASE: 4

Background of the Respondent

The respondent D is 22 years old, resides in Tirunelveli. Her father is a retired Bank Sub Staff and her mother is a homemaker. She majored in Chemistry from an autonomous college and is currently pursuing her master's in Italy. She did her schooling in the State Board of education with English as her medium of Instruction as well as her UG too. She Was well in her studies both in her schooling and in her college.

Challenges Faced by Respondent

The respondent experienced so many challenges in the Indian Education System the most difficult one is the respondent couldn't able to memorize everything in her subject and couldn't recollect and write it on the examinations within the given period. Even though she did understand every concept in her subject she couldn't able to express it in the exact words from the books. She felt that the system trained her only for the examination, not for career or research perspective. She thinks that if the evaluation were in the oral form, she could've learned and scored better since she could express her thoughts and ideas

better in speaking but the education system failed to identify and enhance her abilities because of that she is struggling to cope with Italian methods of learning.

Suggestions Made by Respondent

The respondent suggested that it would've been better if the education system encouraged active learning instead of passive learning. She extended that because of the system she couldn't able to express herself in a manner that she is good at. She believes that it would've been helped her if the system helped her to mold her abilities since she is studying in a foreign country which evaluates the ability of a student. She suggested that education should help one to express his opinions, thoughts, and perception about a concept rather than memorizing it.

Relevance of Problem to the Study

The respondent's problem was that the system failed to recognize the way she should be taught and evaluated because not everyone can adapt and learn in the passive learning method. The way one learns something differs from person to person depending on the nature of that person. The system should identify the nature of a person and should help him to understand things in a way he can understand and contemplate, instead the Indian Education System forces everyone to learn in a uniform method that is irrelevant to their abilities.

CASE: 5

Background of the Respondent

The respondent E is 22 years old resides in Tripur. Her father is a Businessman and her mother is a homemaker. She has majored in Mathematics. She is currently pursuing her PG degree. She did her schooling in a matriculation school that has adopted the state board system and her UG in an autonomous college. All her education has completely been carried out in English as the medium of instruction. The Respondent was good in academics both in his schooling and the UG program.

Challenges Faced by the Respondent

The respondent dreamt to pursue MBBS since form her childhood. She worked hard as she can in her studies for her dream, but when the NEET was introduced, she was devastated, without giving up she went to a coaching center for the NEET yet she couldn't crack it. Even though she was good in her academics during her school days she didn't get enough

marks in the NEET examination and because of that, she couldn't pursue her dream to become a doctor. The problem the respondent felt was that the board of education she studied didn't have enough content to

crack these kinds of exams, she claims that the state board of education isn't as efficient enough as the central boards.

Suggestions Made by the respondent

The respondent claimed that if she studied in a different board of education, she would have cracked the NEET and pursued MBBS. She suggested that there shouldn't be any 36 boards of education within a country, she believes because of the Board there will be an imbalance in the knowledge a student acquires depending on the board he is in. She extended that because of this board system she couldn't become a doctor which she dreamt of since her childhood this disappointment made her feel bad for a very long time.

Relevance of Problem to the Study

The respondent's problem was that the system failed to help a student pursue her dreams by the Board system. The entrance examination isn't the problem here, but the portions for the entrance examination are. Education isn't a product to sell for money, for more money better quality rather it is a service to be provided without any kind of diversity to everyone in a country for the betterment of a country.

RESULTS OF FOCUS GROUP DISCUSSION (FGDs)

Introduction

The researcher held a Focus Group Discussion on 23/10/2021 involving various student populations pursuing PG degrees and persons of the same age as PG pursuing students. Through this discussion, the researcher gathered information that elicits the perceptions of students towards the Indian Education System.

Background

The researcher held a Focus Group Discussion with 11 students who are pursuing their PG degrees. This discussion was conducted for qualitative research in which the topic of the research is "ISSUES AND CHALLENGES IN INDIAN EDUCATION SYSTEM" as perceived by PG students. The discussion was designed to gather the participant's perspectives towards the Indian Education System and their challenges during their course of education.

Objectives

- To understand Socio-Economic characteristics of the participants. • To analyze the student's educational background.
- To identify issues and challenges in the Indian Education System perceived by the PG students. • To find out how these issues influenced their life and career. • To find respondents for individual Case Studies.

Major Questions • What are the problems and challenges you felt while you were studying? • What do you think is the reason for the problem and challenges? • Do you know how the Indian Education System is being structured? • What's your opinion about the Indian Education System? • Do you feel that if you had a different kind of education, you could've been in a better place than you are right now? • Do you think that by rectifying those flaws our Education System can be improved? • How do you feel that our education system will be reformed from scratch someday and our future generations will get a better relevant Education than us?

Focus Group Discussion 1 Participant Demographics

There were eleven participants totally in the Focus Group Discussion, four of them were women and the rest were men. All the participants were pursuing their PG degree and all of them completed their schooling in State Board with English as their medium of instruction and completed their UG regular with English as their medium of instruction, most of them were from Deemed Universities.

Participant's Perception

Since all the participants are from different backgrounds, they had diverse opinions towards the Indian Education System. But all of them were certain that the education system must evolve into something better or it should be changed from scratch. Some of them said that the system ruined their creativity and novelty, some said that the system made Teachers biased because of the grading system. They shared that the system limited their abilities and made them study something which isn't relevant to their skills. The participants said that the system constructed a dilemma in the society that one who pursues white-collar jobs only would succeed in their life others will perish, which made them pursue a career only to feed their mouths but that career is not what they dreamt of. The system made education a product, not as a service that should be provided to everyone in a country without any kind of biases, in this system, the Board of Education generated a class system in society, offering better Education boards for more money.

Focus Group Discussion 2

Participant Demographics

There were eight participants in the Focus Group Discussion, five of them were women and the rest were men. All the participants were pursuing their PG degree and all of them completed their schooling in state board with English as their medium of instruction and completed their UG regular with English as their medium, most of them were from Deemed Universities.

Participant's Perception

The perceptions of these respondents were more or less the same as the previous discussion they shared that the Board of Education made a class between people and they shared that the system made them mug up everything and write it on the exams but they shared that they didn't understand most of the concepts in their syllabus. One of the participants told quote "Tiruvallur didn't write Tirukural to byheart it and write it on Examinations, but he wrote it to understand the meaning of Tirukural and apply it in life" which is quite true when we think about it. Most of them shared that this system needs to be reformed from scratch and some of them didn't even know about the construction of the System which was sad because since they didn't know in what way they are getting their education they won't be able to know how the education would influence them.

By analyzing this chapter, the researcher has observed that most of the respondents of the case study and focus group discussion were affected by issues in the Indian Education System. A detailed analysis of case studies and focus group discussions is provided in the next chapter.

In this chapter, the researcher has presented the findings of the study through case studies and Focus Group Discussions and analysed the collected

Salient Findings

- The poor quality of curriculum in Indian higher education is a major problem. The curriculum at higher educational institutions is outdated and irrelevant.
- The student's ability to be creative is hindered by the system since the system's curriculum is based on "Rote Learning".
- This system only values theoretical knowledge, because of this issue the students struggle in their workplace since they didn't have any kind of field experience.

- The majority of students who studied in national boards are sounder than those who studied in state boards, the Board of Education in the system created a stratum in society.
- In our society, mother language education is considered humiliating, however, studies point out that it can improve an individual's capacity for learning new things.
- The system does not provide personalized education; it does not consider the fact that each student is unique and learns through various mediums
- One of the key flaws in this system is that it lacks the flexibility for Interdisciplinary and multidisciplinary courses, which is one of the primary flaws since students with multiple interests are unable to pursue them
- Because vocational education is not given enough priority in this system, it has come to be considered as a programme for academically challenged students.
- The quality of education is getting more diverse as a result of the privatization of education sectors.
- The system does not provide any kind of lectures from experts in that field, which might help students understand the subject's core principles and plan how they will fit into the setting.

The topic of the research is “**ISSUES AND CHALLENGES IN INDIAN EDUCATION SYSTEM; A RETROSPECTIVE ANALYSIS OF STUDENTS’ PERSPECTIVE**”. The research assumption is that our Indian Education System is still being structured on “Macaulay’s system” which was developed by the British which is a system based on “Rote Learning”. In this context, the researcher did five case studies of students who were selected from the Focus Group Discussion (FGD). The case study respondents were selected by their perceptions which they have shared in the FGD.

Background

Lord Macaulay established the modern education system with "Macaulay's Minute of 1835," a holistic education strategy. The "Macaulayism" policy of bringing the English Education System to its colonies is known as "Macaulayism." The primary goal of "Macaulayism" was to create a class of intermediates between the British rulers and millions of Indians. The second goal was to establish a class of people who are Indians by blood and color but British in taste, opinion, morals, and intellect, and they succeeded. People now consider English as a symbol of status rather than a language. They believe that "Mother Tongue Education" is a humiliation to their rank. However, studies have highlighted that mother tongue education improves one's critical thinking and reading skills, as well as a person's personal, social, and cultural identity. In our current educational system, theoretical knowledge is valued more than practical knowledge, making it harder for students to succeed in the real world owing to a lack of practical

knowledge. Employers are continuously complaining about not being able to locate qualified people for vacant posts. One of the main reasons for this is that our current educational system focuses on passing exams rather than gaining a thorough understanding of the subject matter. Vocational education is viewed as a choice made by persons who are academically challenged. In this context, the researcher aims to conduct a study among Postgraduate students to elicit their opinions and perceptions about the Indian Education System they have experienced over the years.

ANALYSIS OF CASE STUDY

In all those Five case studies the respondents shared their perception of the Indian Education System and all of them were dissatisfied by the current system because of the challenges it holds. One of the respondents stated that he lost his passion as a result of this system and that he has since deluded himself into believing that what he is pursuing today is his passion to cope with reality. Since he couldn't pursue what he was interested in he isn't himself now. Another respondent suggested that the system could provide more relevant content based on their abilities and interests. He claimed that he had to spend most of his school and college days studying for exams and other curriculum-related tasks. The system, he claimed, limited his skills instead he could have worked on his skills which would mold him more. Another respondent shared that Rather than memorizing and copying topics in exam sheets, the education system must ensure that students completely understand the concepts in each subject. The current educational system must focus on practical sessions. It is the only way to easily teach a subject and ignite an individual's interest in it. Another respondent suggested that the education system should have adopted active learning rather than passive learning. She went on that because of the system, she was unable to express herself in the way that she is good at. She also suggested that education should help one to express his opinions, thoughts, and perception about a concept rather than memorizing it. Another respondent recommended that there should be no educational boards within a country because he feels that the board will create an imbalance in the knowledge a student gets depending on the board, he is in. The above problems faced by the respondents are the structural problems that cannot be addressed just by revision of the syllabus the Education System needs reform from scratch. Because our country's system hinders students' ability to think beyond the horizons, this flaw in the system directly impacts the country's development, and this reform should happen as soon as possible so that the students can adapt and learn in that reformed system and the reformed system should enhance the student's ability to think rather forcing them to byheart facts. Since Education is one of the most important factors in society's growth and advancement. The better educated a society's citizens are, the more they can contribute to the

environment positively. This statistic highlights the necessity of education in society, so the governments must invest more than ever before in education.

ANALYSIS OF FGDS

In those two held FGDs the students shared their points perceived by them. Even though the participant's opinions diverged, most of the students shared the issues and challenges experienced by them. They said that our system's ranking technique simply considers a 43 student's capacity to recall information, but that this was not realized. They assess a student's overall abilities. They went on to say that this system only recognizes people's mental abilities, not their physical abilities. Students with physical ability are undervalued and their skills are undervalued as a result of this problem. Some of them argued that mother language education is fundamental for the country's growth, claiming that one can readily understand a subject if it is taught in one's own mother tongue, giving them the clarity to apply it in their daily lives. Some people said that the system just forced them to memorize facts that they have no clue how to apply in their daily life. A responder stated that the system lacked flexibility for interdisciplinary courses, which is one of the major issues in the system because it will affect those with varied interests. Some of them said that the Board of Education created a barrier amongst students, leading to social stratification. The one disappointing thing about the FGD was that some of the students were unaware of India's educational system; if they are unaware of the system in which they are learning, they would not be able to understand how the issues in that system will affect them.

Implications of Study

This study emphasizes students' perception of the Indian Education System. By this, we can see that the system has some structural flaws that cannot be addressed through revision, there is an immediate need for system reform. This study can assist policymakers in developing a system that will enhance student's creativity and help them to be productive not only in their academics but also in their personal lives.

SUGGESTIONS TO VARIED STAKEHOLDERS

To the Students:

- Students should be aware of the system in which they are studying, they must have the courage to raise questions about it and identify any flaws that may affect them. 44

To the Institutions:

- Educational institutions should not just follow the respective board's guidelines; instead, they should analyze how the system impacts student's lives and make recommendations to policymakers by comparing our educational system to other developed countries.

To the Policymakers:

- Before establishing a system, policymakers should survey students to identify what requirements they have for a system, that might form an improved Education System.

To the Voluntary Agencies:

- The voluntary organizations should review the reformed system and monitor its impact on students.

To the Social Workers:

- The social workers should collaborate with volunteer agencies (or) operate independently to monitor how the reformed system influences the student's life and recommend some strategies for improvement.

CONCLUSION

Through this study, we can elicit the varied perspectives of PG students about the Indian educational system. Most of the respondents are not satisfied enough with the Indian Education System; this system's structural weakness hinders students' capacity to look beyond horizons, and as a result of this flaw, inventive innovations are hindered, affecting the country's progress. On the bright side, the government has introduced the New Educational Policy (NEP 2020), which appears to contain promising schemes and techniques that can help students improve their abilities. The government should implement this New Educational Policy as soon as possible so that students and teachers can adapt to this system. 45