

3. Задоволення освітніх потреб студентів. Оскільки студент є головним суб'єктом освітнього процесу, споживачем освітніх послуг, то у вищому навчальному закладі мають постійно здійснюватись дослідження освітніх потреб студентів; моніторинг рівня задоволеності якістю освітнього процесу, залучення студентів до обговорення освітніх та навчальних програм; вільний вибір навчальних дисциплін; зручність умов навчання (режим, можливість поєднувати навчання і роботу, матеріально-технічне, методичне, програмне забезпечення, доступ до навчальних інформаційних ресурсів); академічна підтримка студентів (надання зворотного зв'язку про результати навчання, консультативне забезпечення, прояв поваги у взаємодії «викладач-студент»).

4. Якість викладацького складу. Як зазначено у ESG, «роль викладача є вирішальною у створенні високоякісного досвіду студентів та уможливленні набуття знань, компетентностей, навичок» [2, с. 13]. Важливими заходами у цьому напрямі є: визначення та висвітлення вимог до науково-педагогічних працівників, критеріїв якості педагогічної діяльності викладачів з урахування специфіки вищого навчального закладу (рівня, профілю, рейтингу, організаційної культури); створення умов у вищому навчальному закладі для постійного професійного самовдосконалення і розвитку педагогічної майстерності викладачів; стажування викладачів у сучасних компаніях, на виробництвах, у бізнес-структурах; проведення прозорого рейтингу та моніторингу якості педагогічної діяльності викладачів.

5. Академічна мобільності викладачів та студентів, що дозволяє розширювати освітній простір, збагачувати навчальний процес. Це можливо за рахунок участі педагогічного та студентського колективів вищого навчального закладу у проектах Erasmus+, Horizon 2020, національних та міжнародних гранатах.

6. Педагогічне управління навчальним процесом, основу кого складають: цілепокладання, орієнтоване на формування компетентностей; оновлення змісту освітніх програм підготовки та програм навчальних дисциплін; мотивація учасників навчального процесу, організація викладання та учіння; моніторинг та самооцінка результатів навчання на всіх рівнях організаційної структури вищого навчального закладу.

Реалізація зазначених напрямів сприятиме забезпеченню викладання навчальних дисциплін на рівні сучасних вимог до якості вищої освіти.

Перелік посилань:

1. Гончаренко С. *Український педагогічний словник* / С. Гончаренко. – К. : Либідь, 1997. – 374 с.
2. Стандарти і рекомендації щодо внутрішнього забезпечення якості в Європейському просторі вищої освіти (ESG). – К. : ТОВ «Поліграф плюс», 2015. – 32 с.

RIGHT EDUCATION: A GATEWAY TO BRIGHT FUTURE

*Sanjay Bahl, PhD, Director-Principal
Sri Sai Institute of Management, Manawala, Amritsar (India)
Shamily Jaggi
Lovely Professional University, Jalandhar (India)*

Introduction

India is known as the largest democracy in the world having rich tradition, cultural heritage and the third largest higher education system only after China and USA [1]. The word education comes from the word 'educere' which means to bring about what is already in. As Swami Vivekananda said, «Education is the manifestation of perfection, already present in man» means to detect talent proactively. Education helps every country in its existence and economic development.

The history of imparting education in India can be traced to Vedic period and formal technical education system gained momentum in 20th century with the set up of Constitution of Technical Education Committee of the Central University Board of Education (CABE) in 1943 and formation of All India Council of Technical Education (AICTE) in 1945 to meet future technological global challenges. Then slowly and steadily time changed, many schools, colleges, universities etc. came into existence. The purpose of schools, colleges, universities was to guide the child's discovery of himself, identify and nurture his potential to the fullest. Indian education system is divided into many stages like Pre-Primary (Children of 3-5 years of age), Primary (I-V Class), Middle (VI-VIII Class), Secondary (IX-X Class), Higher Secondary (XI-XII Class), Undergraduate (course specialization vary according to the subject pursued by the student) and Post Graduate (Done after graduation to enhance upon his qualifications) [2].

The Indian scenario has seen a dynamic change with the introduction of LPG i.e. Liberalization, Privatization and Globalization. The rapid development in the fields of scientific, industrial, technological development, particularly in computer engineering and information science has been faster than anywhere else in the world and they have earned India, world recognition as an emerging global power known for its technically skilled manpower. This led to the entry of many MNC firms into the Indian markets thereby increasing the employment opportunities at all levels. The problem of educated unemployment is peculiar to India. Till today our education system presumes that acquiring technical knowledge and certification are the prerequisites for an ideal candidate for well-paying jobs in the multinational corporations, but this is not true any longer. Every year thousands and thousands of graduates pass out of schools and colleges and we are now saturated by producing Doctors, Engineers and MBAs. Our educational system has its own irreparable defects and its contribution to the unemployment is an open truth. Our education does not prepare the youth for the challenges today. There is an unquestionable paradigm shift in the demands of the corporate world. This, indeed, is a paradoxical situation. According to a report in DNA «India is going to experience a paradox of nearly 90 million people joining the workforce but most of them will lack requisite skills and the mindset for productive employment» [3].

The Indian Education system has been the target of many allegations from students, parents and teachers. Students think they are overburdened, teachers think they are not paid enough and parents want their children to get 99.99 percent marks. Where does the buck stop? Good education system is an essential base for a developing nation like India. Hence, there is a need to reassess our education system and making it compatible with the global dynamism.

Rationale for the Study: Based on above, the need of the research was felt to analyze and find the problems in Indian Education system due to which today's youth are facing problems in building up their career and getting a good job opportunities. This research is an attempt to understand the system and identify the existing gaps in education system.

Objective: To reassess Indian education system and identify challenges faced.

Research Design:

Research type: Descriptive and Analytical Research.

Sampling Technique: Convenience Sampling.

Sample Size: 100 Respondents.

Data source: Primary and Secondary Sources.

(a) Sources of Primary Data: Questionnaires and personal interactions.

(b) Source of Secondary Data: Books, Newspaper, Journals, Articles and Internet.

Research Analysis: Respondents brought out various issues wrt the Indian Education System. Some of the issues brought out are given below:

Curriculum Issues. 86 % respondents felt that the curriculum we follow today is either irrelevant or out of date. We follow «the traditional curriculum» and very less importance is given for innovative programs and ideas. Also there is a stress of communicating, answering and teaching in English language which creates issues in understanding and application of knowledge.

Solution: Curriculum should stress on the theoretical as well as application based knowledge. Educators should recognize that the English language is not the mother tongue of most of the students. Indian values and culture should be considered while designing curriculum, which would make it more relevant, meaningful and rewarding to the student. The educational should provide a student with practical skills and tools which can be of immediate use.

Rote Learning: 74 % of respondents felt that the Indian education system is predominantly based on evil of rote learning and the students are focused on cramming, which has been severely criticized from all the segments of society. This system needs to be wiped out from a majority of Indian schools and colleges.

Solution: Various organizations have come up with interactive teaching methods which are surely going to bring in the change. Instead of rote learning and cramming the teaching should stress on seven core competencies which are essential in any natural process of learning such as Power of Observation, Concentration, Memory, Thinking, Imagination and Communication and Emotional control.

Marking System: 91% respondents felt that one of the major drawback of our education system lies in the method in which students are marked. Is it justified that a student is evaluated only on the basis of his/her performance for the duration of three hours of the exam?

Solution: If the axis of grading and marking is shifted to classroom participation, project work, communication and leadership skills and extracurricular performance, only then will a genuine student shine out.

Respect for all streams: 62 % respondents felt that there is an obvious preference by parents and students for the specific streams of education and we generally look up to medicine, engineering, the IIT's and

the IIM's. Streams like Arts, Music, law, literature, Geography, Animation, Mass Communication, Philosophy, Hospitality Management and numerous other vocational streams are time and again looked down upon.

Solution: All the streams of education should be respected equally. Students at various stages of life need to be educated through career counseling regarding the kind of streams that exist and what importance each of them plays to make an economy diverse. Competency and interest analysis needs to be done before selecting the course of further education. We also need to introduce combination courses which students can opt for during the higher level of education.

Education System is examination oriented: 95 % of the respondents stated that the present education system is examination oriented. It does not prepare a child for his/her life but prepares him for an exam only. Education merely becomes the game of getting outstanding grades which unfortunately leaves behind the millions of average children with an incredible potential who are paralyzed by the fear of «failure». The high rise of suicides amongst the student of tenth and twelfth board exams are evidence of this stress. The students are forced to take tests which only assess their retention powers rather than their knowledge, understanding of subject or capacity to apply the learning in a real life situation.

Solution: Getting good grades is not an issue but allowing grades to dictate one's life is! Respondents suggested that the education must be focused on making one's attitude, understanding and application rather than chasing Grades. It should focus on training the students and sharpen their skills for the future and by testing their knowledge.

No emphasis on Soft Skills: 56 % respondents felt that the curriculum and the educational institutes are only focusing on technical skills, least realizing that soft skills are as important as technical qualifications as these skills hold the key to success. There is an unquestionable paradigm shift in the demands of the corporate world. In fact there is a divide between «learning for earning» and «learning for living».

Solution: Respondents brought out that in today's scenario, the companies are keener on recruiting techies with good communication skills. So, the schools, colleges, universities etc should focus on soft skills as the knowledge goes waste if you can't be able to express to others.

Commercialization of Education: 71 % respondents stated that the temples of education are now becoming sellers of Education. Engineering, Medical, MBA Seats etc are being sold for making huge money; as a result the quality is deteriorating day by day. It has become more of an education assembly line churning out lacs and lacs of professionals.

Lack of Proper Infrastructure and facilities: 68 % of the respondents stated that most of the educational institutes whether government or privately owned, are not equipped appropriately in terms of proper infrastructure and facilities for imparting education which hamper proper studies and learning. Colleges and universities need to establish programs which can deal effectively with the problems and needs of the current student. The government institutions cannot accommodate the vast number of students and private institutes having good infrastructure are charging the high fees. By far this is one of the most pressing problems is the unavailability of money or inadequate funding. The demand far exceeds the supply.

Solution to Commercialization of Education and improper infrastructure and facilities: Respondents brought out that we should have sufficient universities to provide each child with an opportunity for education. However, the government should have a strict control over the norms and guideline for each aspect like infrastructure, faculty, facilities and curriculum, right from the time of establishing and functioning. There should be a periodic accreditation system and the regulatory check, whether all norms are being adhered to or not.

Respondents suggested that a Public Private Partnership can bring out solution to this issue. The policymakers, professionals and the public should come together with an aim to build good educational institutions.

Lack of qualified teachers: 49 % of respondents stated that the most glaring problem is the acute shortage of qualified teachers and academicians. Materialistic gains, incentives and opportunities entice the qualified educator away from this challenging field. There is much hard work and many challenges in Indian education system. One's ingenuity, creativity, patience and forbearance are put to a real test in facing these and other challenges.

Solution: A thorough assessment and valuation of quality of teachers and the standard of education imparted be assessed. In today times, «Student» is considered as a «king» in education market as a result students do not give respect to their teachers. They are lacking in ethical and moral values. The educational institutes should also provide value based education to the students as it is essential to shape a student's life and enable them to perform their duties towards the mankind and nation well.

Inappropriate salaries in academics arena: 52 % respondents brought out that earlier teaching used to be a noble profession. Teachers were accorded a high respect and regard in the society. However, the people who are the brightest are joining the industry and teaching is taken only as a last option in careers. The payment parameters of a teacher are dropping down day by day due to which many of them switch to other field/job.

Solution: Respondents stated that the government should fix the salary slab for the faculty and have proper check on the educational institutes that whether they are providing that salary to faculty, if not then a strict action should be taken. The government currently spends only 3 % of its GDP on education which is inadequate and insufficient. To improve the quality of education, the government needs to spend more money from its coffers on education [4]. Provision of the highest salary slab will ensure the crème to be a part of academics.

Lack of educational/teaching support by parent: 53 % of respondents stated that they do not get the requisite educational support and guidance from their parents, and they look up to their teachers and friends for career counseling. It is observed that, if the child seeks to understand the concept of studies through an inquiry at home, he/she will discover that his parents are unable to help him gain that understanding because there is meager or no educational background of families except few. Instead of help or clarification, the child may receive even some type of scolding. Though there are resources to which a child can turn to like neighbor, reference books or a library. Thus, the child begins to question the intelligence of his parents, and thereafter the teachers. Thereby, the parental role is threatened and weakened. Destruction of the family institution is therefore hastened.

No motivation or support to do research work: 43 % of the respondents brought out that the colleges do not provide any support or motivation for carrying out the research work, innovative techniques of teaching and fresh ideas. Even the syllabus is text based and follows a rote method of assessment as everything is examination and job-oriented.

Solution: Respondents stated that research is a requirement of today's times. So, the education bodies should focus on organizing seminars, conferences, guest lecturers to explore the student's mind more and giving them direction towards creativity and innovation.

Role of a teacher: 91 % of the respondents stated that the teachers nurture the children as seeds and mould them like clay. They should act as gardeners instead of acting as potters. Each child is different, so are their imaginations. The education system must encourage children to imagine and invent something new.

Conclusion

Good education signifies the growth of a nation. Though with the changing times, the Indian Education System is also changing, however there is a need to reassess and modify the current education system for the development and bright future of Indian youth. Memory doesn't have much relevance in today's times but the application of information that matters and to be tested. The concept of Indian education faces a bleak future characterized by stagnation, insensitivity, inadequate facilities and personnel. Other than the factors brought above some of the factors which hamper the educational development are hygiene facilities like drinking water and toilet facilities, simply no room for creativity or high-quality research, Indian education was far more balanced; and no wonder ancient India was the most creative and innovative civilization in the world. But going back to the issue of quantity, it has been known for a very long time that India does not have enough quality institutions.

It's time for the educationists to instill some life in the system by connecting classroom lectures with real-life experiences; it should be based on application and intelligence instead of trying to test memory of knowledge. Children not only have to be educated but, also to be provided with the opportunity to think, imagine and experiment to educate themselves better. The educational bodies should also focus on sharpening and enhancing the soft skills of students. A true education system must be organic to the process of nation building. Although the picture does seem dismal, there is hope because some of these changes are slowly being made by select education providers. But how quickly will these changes percolate down to common. As said by Dr. Abdul Kalam Azad:

«When learning is purposeful, creativity blossoms,
When creativity blossoms, thinking emanates,
When thinking emanates, knowledge is fully lit,
When knowledge is lit, economy flourishes».

References:

[1] http://en.wikipedia.org/wiki/Education_in_India

[2] <http://www.mapsofindia.com/india-education.html>

[3] <http://theviewspaper.net/education-system-of-india-its-functions-drawbacks-and-its-contribution/>

[4] <http://theviewspaper.net/education-system-of-india-its-functions-drawbacks-and-its-contribution/>

Journals:

Khirwadkar Anjali (August 2007), «Reinventing the paradigm of teaching- implication for teacher education», Journal of Education.

Books:

i) Chand, Tara, *Development of Education System in India (2004), Anmol Publications Pvt. Limited.*

ii) Sharma Ramnath & Sharma Rajendra k., *Problems of Education in India, Atlantic publishers and distributors, New Delhi.*