

<b>Colloquium / Round Table / Discussion  Common Platform for solutions</b>	<b>Topic: Education System In India –</b>
	<b>Academician’s view</b> - Education System in India
	- By <b>Dr. Ashok K. Dubey</b> , Director, Doon Business School, Dehradun, Uttarakhand, India.
	<b>Philanthropist’s view</b> - Present Education System is producing Marks Cards / Certificates like factories not personalities
	- by <b>Dr. Jayadevappa</b> , Principal, Government Ist Grade College, Tiptur, Karnataka, India.
	<b>Management View</b> - Running a chain of Institutions in Rural areas is not a “Cake Walk” – Experience matters
	- By <b>Sri. N. Basavaiah</b> , President, Kalpataru Vidya Samsthe®, Tiptur, Karnataka , India.
	<b>Researcher’s view</b> - Arise ! Awake! before our systems spoiled.
	- By <b>Shekhara Gowd Mitta</b> , Founder & Managing Editor

### **Education System in India by Dr. Ashok K. Dubey, Director, Doon Business School, Dehradun, Uttarakhand, India.**

More than 200 B-schools and around 50 engineering colleges have been closed in the last two years. The current status of the education system forces me to introspect about the reasons that led to such an appalling situation.

The problems with the education system can be broadly segregated into demand side and supply side. There is no dearth on the demand side; people are aware about the virtues of education that it is in their top priority. It is a strange situation where loans at negligible or even zero per cent interest are provided for the purchase of luxury cars but education loans are priced competitively. The problem seems to be on the supply side, not on the quantitative parameters but on the qualitative parameters. Surveys have shown that there is no dearth of educated people, but they are far from employable. This indicates that there is a deficiency in the quality of education. People are starting to realize that just a degree from anywhere (being educated) is not going to solve their problems (employment). This has decreased the demand for the faulty education system, which in return is forcing the closure of institutions.

Presently the system of technical education is regulated by the All India Council for Technical Education (AICTE). There are two types of certifications: in the first an MBA degree is awarded by an institution affiliated to a university, and in the other the college offers post-graduate diplomas.

The AICTE accreditation is provided after an institute qualifies with the prescribed requirements. The requirements are related to physical infrastructure, faculty requirements, library etc. At times institutes somehow do away with the requirements and still get accredited. Students generally trust the AICTE accreditation and take admissions, when in fact many institutes fall short of the desired criteria. In most institutes the strength of full-time faculty is bare minimum and institutes do away with engaging part-time and visiting faculty from industries and other institutes. These faculties are not at all passionate about the academia and thus are not able to do justice with their role. They are hired on contract, and their quality is highly questionable. In light of the prevailing scenario it is suggested that the process of accreditation be made more stringent and prior to accrediting, AICTE must look into areas such as infrastructure, faculty, library and should have periodic reviews so that the requirements are adhered to and the future of students is not jeopardized. The AICTE must satisfy itself regarding the faculty availability at institutes as out of all other requirements this is the most important for quality education.

Due to lack of regulation or inappropriate regulations, some institutes having better brand value offer courses apart from their flagship courses, which are not accredited and quote a high fee. Students take admission on the basis of the brand of the institute and realize their mistake once they are admitted with no possibility of backtracking. In such cases what needs to be done is that the institute should make it clear in its prospectus the course objectives, the people who should be undergoing this course and the benefits the course offers. The career prospects after undergoing the course should be clearly spelt out, with clear cut details of the placements of the last three batches. No vague promises regarding placements should be allowed.

There was a time when it was said that when people are not able to get into industry or are not successful in industry, then they focus towards academics or research. This mindset has to be changed and academics and research has to be made one of the most sought after pursuits.

Why do people get educated? People get educated to be knowledgeable so that it can be used for their development along with the development of nation and society. However, there is lack of sync between what the industry needs and what the institute provides. There seems to be a disconnect between industry and institute. There are categorizations of industries according to the size of the business, nature of the business etc. Similarly, there can be categorization of institutes in line with the industry and there should be active interaction between the industry and the institute to decide the quantitative requirements as well as the qualitative skills of students.

Some time back Infosys chairman emeritus N R Narayan Moorthy observed that the quality of IIT students has deteriorated over a period of time. The reasons for this could be the coaching system but the education system is also equally responsible. There are also issues related to the admission system. The requirement at work place is both qualitative skills and quantitative skills, and in the admission test students are tested only for quantitative skills. Nigel Fine, chief executive, The Institution of Engineering and Technology, has opined that only 20 per cent of the engineering graduates in India are employable. The

same lies true with B-schools with the curriculum outdated and course requirements archaic. It has been opined by industry that the skills are provided to the students through on the job training. So, what exactly are the B-schools doing? In a bid to showcase the magnitude of the activities, students are bombarded and introduced to a lot of courses and the system of committing to memory and vomiting is prevailing. During the two-year curriculum a student is exposed to around 50 courses, so students are basically using the management jargon without having an in-depth knowledge. In a way B-schools act as placement agencies for the industry, separating the cream.

If India has to regain its lost glory, it can only be through education. Education enriches human resource, the most valued one.

**Present Education System is producing Marks Cards / Certificates like factories not personalities  
by Dr. Jayadevappa, Principal, Government Ist Grade College, Tiptur, Karnataka, India.**

We are pumping Science & Technology not personalities in the minds of youth. What is economically right that is politically wrong, what is morally right that is politically wrong, what is technically right that is politically wrong. Our Education system is producing only marks cards / certificates just like factories. Now a days we are not producing even quality PhD's.

Real Education is just like a lamp of wisdom & humanity. It is just like a lock key of life, but present education system is helping only to get money and power but not art of living. Moral and Philosophical based educations system can help the younger generation to improve their personalities. The western education system is not encouraging our cultural real values, because we are very rich in culture, civilization and human values. The western education is based on materialistic approach, but our system is based on moral and philosophical values which will help to develop of the personalities.

Western Education evaluation is based on materialistic parameters where as our's is Personality based.

In the scenario of Globalization, we are facing many challenges inspite of this we need to introduce moral based education system to correct our education system. These challenges can meet out by following our ancient moral based education system . Political and other influential factors are helping to open fake universities in India. No proper punishments are charging, corruption is playing vital role, most of the corresponding courses started to mint the money. We are increasing the quantity of education institutions not quality education system.

## **Running a chain of Institutions in Rural areas is not a “Cake Walk” – Experience matters.**

**By Sri. N. Basavaiah, President, Kalpataru Vidya Samsthe®, Tiptur, Karnataka State, India.**

India is a land of villages having more than 65% of its population living in the country side. **“I would say if the village perishes, India will perish too. It will be no more India. His one mission in the world will get lost.”- Mahatma Gandhi.** It is important and essential to focus on rural areas to safeguard the nation’s interest with regard to growing nutritious food & clean air. But still we cannot deprive the rural people of their right to education and a decent job. Migration of people from the hinterlands and hamlets to urban areas is happening in large numbers for earning a simple and basic living. Employment is becoming scarce these days. Even the very few that are available face severe competition. One way to tackle this problem is by making more and more people educated which calls for a huge spurt in educational infrastructure such as more schools and colleges. But mere opening of more schools and colleges without giving stress to quality will definitely reduce the quality of education even though the quantity of output might increase which again is a futile exercise. And also it is impossible and implausible to base the entire education only in the urban area. The spread should be even and be commensurate with the urban and rural population percentage. Going by this premise, we should have at least two-thirds of the schools and colleges in the rural area.

But rural education is not as simple as urban education, because the students in the rural place come from diversified stratum with different social as well as economic backgrounds. Parents of urban students can afford to pay higher fees as their earnings are usually much higher as compared to their rural fellow parents. Naturally, the Managements of urban colleges could spend more on infrastructure and emoluments to the faculty such as 6<sup>th</sup> pay etc. The same is not possible for the Managements of rural colleges as lion portion of their student force comprise people of limited means, because of which the revenues would be meager. In some extreme cases, even if the Management is ready to dole out the same pay package on par with their urban counterparts for the eligible faculty, it is very difficult to retain talented staff nor can they attract fresh talent from elsewhere due to the lure of urban life. Yet, amidst all these glaring discrepancies, having had to fight with one arm tied to their back, the rural students are faring much better than their urban peers, a fact which is exemplified in the high numbers of IAS passed candidates are from the rural side.

In this backdrop, UGC & Universities should devise novel and innovative plans to provide a level playing field for the hapless and helpless rural folks so that they can have a fighting chance with the urban kids. For this, the bodies that govern education in the country should treat rural institutes in a more conducive way and do all that is in their powers to promote education in the rural side. Brilliant minds in the country that have intimate knowledge of the problems that are dogging rural education, should be brought together and be made to apply their minds to come up with pragmatic solutions. Care should be taken to involve the rural Managements in the policy forming process. Meticulous implementation is a must for these reforms to trickle down to the rural people and effectively bear fruits.

## **Arise! Awake! before our systems spoiled. by Prof. Shekhara Gowd Mitta, Kalpataru Institute of Technology, Tiptur, Karanataka State, India.**

Always Indians live with present. Entire world faced Recession except India. For example in India, generally if the power cuts for days together, they will adjust to that environment, If the prices of onions increase Indian leave those and use the substitute like Garlic. Still the electricity, roads and transport is not reached to the Indian villages, but the happiest and healthiest people is in villages. For sake of talks people say, talk about the English Medium in the education but the most of the IAS passed outs from Villages who started their career in their regional languages. Indians are mentally very strong to face any worst situation because rich in culture and spirituality. Indian traditions, customs, culture have inbuilt hidden science. In the name of modernization if Indians cultivate other countries culture, customs then it will fail miserably because the environments differ.

Materialistic rich people tell the ranking of universities/ standard of living is high compare to India, but the parameters differ. Indian Education system slowly replacing by Western systems. Gurukula systems, traditional systems disappearing. To solve our problems we are studying other countries books. I agree that we have to know the global knowledge but their circumstances are differ.

If one wants to make the money, there are lot of other business avenues; let them not make the education as a platform to earn money. Government / Political pressures should be avoided. Spiritual, moral, cultural values should be upheld. In this era, even God has to show his existence by proving miracles and advertisement, at this juncture of globalization, **our UGC / HR Ministry / Educational bodies should spend on our strengths and to show evidence on research base that how best the Indian systems are there. "We are not in a position to tell what we are" because it needs research.**

Education should make thinkers with the common sense to live themselves happily and the others also. We don't know what valuable things we have like Vedas, Bhagavad gita etc., but the other countries are adopting to their organizations. First and foremost thing every countrymen should learn "How to respect themselves i.e their mother country" then automatically everything follows. We have to stop the follow-ups and we have to inspect or examine how rich our systems?

If we compare the Primary Education to Higher education, the standards are declining. So we have to practice such a policies that it should run automatically. I also appreciate the efforts putting towards commonality in the education system, but before implementing the policies a lot of research work is needed. Just by few persons / few authorities not enough to bring reforms in the systems.

UGC, Ministry of Education should call the researchers, experience people and have the discussion why the systems are getting failure. Collective Ideas and Ideologies by different domains, persons required. Corruption, Adjustments could be avoided by making strong policies and see that those policies are applied rather than success on paper works, quantity. Quality and truth in the implementation of the policies required.