

Educational system in india

[Parts of the World](#), [Asia](#)



India has been idolized as a hub of education, a land of learning. Since ancient times, dating as back to 5th century BC, when rest of the world was in nascent stage in field of education. India produced great scholars in almost every field ranging from art to philosophy, medicine, literature, mathematics to name a few. Whether, it is Kautalya's Arathshastra (a treatise on state administration) Sushruta's Susmita Samhita (father of surgery) to Aryabhata's invention of zero, has still not lost its relevance today and forms the basic foundation on which the entire field stands.

Present education system focuses as on class room education, cramming lessons by heart without understanding them. Mugging up these lessons will never applied in the real life. This system does not adequately focuses on skills which could enhance employability and large section of labour possesses outdated skills. We therefore, must focus on skills, research and entire curriculum change especially at primary and secondary schooling. India is a young country and we have 'demographic dividend' that we can reap through skilling our youth. As India grows into a knowledge economy increasing use of technology in manufacturing and service industry, the emerging gaps at the level of tertiary education are seen a major constraint.

Education and training create assets in the form of knowledge and skills which increase the productivity of manpower and this is referred to as human capital. Economists argue that as demand for educational training increases, the systems need to meet the country's requirement for people with high levels of skill and knowledge. But the major stumbling block in this growth path is the inadequate skill set of the workforce. While on one side we have world's largest and best stock of scientists, engineers and

management graduates, we have been unable to derive full economic benefit from this talent base because of the mismatch between industry needs and university output.

Skill development is a mean to harness the human resource potential by equipping the prospective or the existing members of the workforce with marketable skills through vocation or technical training to meet industry requirements. Jobs are progressively becoming more skill-intensive due to the increasing complexity of economic activity, which has led to skill shortage on the one hand leading to unemployment on the other.

Internationally, skills are broadly divided into two categories hard skills and soft skills. Hard Skills are specific, measurable technical abilities that can be methodically taught, e. g. operating machinery, using software. Hard skills are quantifiable, easily observable and essential for performing the job. Soft Skills are characteristics of personal habits that cannot be quantified. eg. Communication, team work. So, hard skills are required to be taught right from the school level through effective training.

Countries like UK, Germany, Japan and France developed their economies rapidly by kick starting the industrial revolution. West Asian countries improved their standard of living by exploiting their natural resources, whereas the Asian Tigers (Hong Kong, Singapore, South Korea and Taiwan) took to low skilled manufacturing but India had opted exactly the opposite strategy. In the initial phase of development, there was domination of big industries. In the initial phase of development, there was domination of big industries and we focused on huge capital-intensive steel plants, having long

gestation periods and low employment generation potential. A school of economists (Bombay) had suggested that the government should focus on promotion of simple consumer products like snacks, shoes, radios and bicycles etc. It is a low-capital, low-risk business and it generally encourages people to become entrepreneurs due to quick output and rapid return on investment.

This model was adopted by Asian Tigers and with the result world market is flooded with mass products.

The main objective of this study is to highlight the importance of vocational and skill education at grass root level from upper primary schools to higher education. Because of above reasons we are globally very far behind in terms of skilled man power. We have skilled workforce around 2% of our total population whereas South Korea has 96%, Japan 80%, Germany 75%, UK 68%, China 40% and USA 25%. Though we have demographic advantage as over 65% of our population is below 35 years of age. Average age of Indian population is 27 year, Russia and China 37 year, US, Canada and Australia 38 year.

As per Organisation for Economic Cooperation and Development - India spend on Research and development of its GDP 0.82% (it should minimum 2% of GDP) whereas Slovakia 0.90%, Poland 0.90% and China 2.02%. India is on 20th rank. As per Global Index 2016, India's rank on education standard 118 whereas China stands at 4th. Quantity of educated persons have increased a lot where as quality is not as per the standard. We Indian do not believe in innovation and invention of new technology since it is required lots

of effort and expenditure on this. Because of this mentality, India cannot become Manufacturing Hub. It will remain job seeker, and labourers' country. Foreign companies would like to come in India only because India is a cheap labour country. We cannot stand anywhere in matter of Innovation.

China is not a democratic country. China still control and treat its population like dictator. Here behaviour on worker of factories are ill-treated. No human rights are there in China. They keep pressure on the worker because of this many workers adopt suicide. Un Employability is a bigger problem than unemployment. More than 50 lakh students graduated per year and very few are fit to be employed. More than 50% of Indian Graduates lacks basic employability skills. NASSCOM head (02 Jun 2017) summit has said, Indian youth are not employable.

The ITIs were initiated in the 1950s. In a span of 60 years, until 2007, around 1896 public and 2, 000 private ITIs were setup. However, in a 10 year period from 2007, more than 9, 000 additional private ITIs were accredited. We must train young population in providing education (real education, freedom, self-reliant); Health (healthy life style, preventive health care like Yoga, running but nowadays youngsters any not very conscious on health), education without skill. Only Degree is not important until you have No Skills.

Multinational companies opened shop in India, they are saying that - Problem with Indian youth is, they are not having skills to learn new things or untrainable. They cannot be trained. I am not saying that we all are not having skills but we cannot find these essential things in majority of population. They are lacking practical knowledge. If this is the thing? Then

you works in these companies. You are absolutely true, they are working in companies but not on middle or top level. They are not having capability to reach on the top.

B. Voc (Bachelor of Vocational Degree) courses are available in several fields for students who have completed their 12th standard or equivalent. This is largely targeted towards youth who want to enhance their employability opportunities to learn, earn and grow. The advantage of these courses is that as against common Degree courses like Engineering or B. Com or B. Sc, here one has multiple exit points and continued exposure to industry. The work experience increases your chances of landing a job. You may also find innovative, trendy and new areas of expertise that match with your interests and job aspirations.

The B. Voc. Programmes are offered by universities and colleges alongside other Undergraduate (UG) courses. However, unlike the traditional UG courses, B. Voc curriculum is often mapped with job role descriptions as per National Skills Qualification Framework (NSQF). Since the curriculum is industry and work-integrated and for some reason, if you are unable to complete the 3-year program, you can still obtain a Diploma and Advanced Diploma (or equivalent) after completion of the first and second years respectively. Hence, your knowledge and skills are valued at every level and you will be qualified for a suitable job, as per market requirements.

Vocation school is one option for students interested in practical secondary education and job training. These schools typically offer relatively short, career, focus programs that quickly prepare graduates for the workforce.

While opening secondary vocational schools, it can be helpful to consider programs length, subject offerings and admissions requirements in order to make the best education design of career goals. Vocational schools, sometimes referred to as career schools or trade schools, provide practical training with few unrelated academic course requirements like communication skill, behaviour skills, ethics etc. These schools are not only relevant to post-secondary students but also adults who are looking to re-enter the workforce or professionals who wish to pursue a new career field.

Education in India

Elementary education (class 1-8) called primary (class 1-5) is taught in primary schools and classes (6-8) in upper primary schools up to the age of 14 years, there are compulsory free education passed in RTE during 2009, Secondary school from 9-10 and senior secondary school (class 11-12) opens the opportunity to opt for full time vocation stream leads to certificate, diploma, advance diploma and B. Voc level courses whereas educational stream leads to B. Sc., BA, B. Com.

Central Government has set a target of skilling 500 million people by 2022 and set up apex body “ National Council on Skill Development” chaired by the Prime Minister. “ National Skill Development Coordination Board” coordinates for skill development in both public and private sector. To enhance private sector partnership the National Skill Development Corporation, has been set up in a public - private partnership mode. The Union Cabinet has entrusted power to NSD policy which lays down the requisite framework for skills development for the country.