

Vol 3 Issue 5 Nov 2013

Impact Factor : 1.9508 (UIF)

ISSN No :2231-5063

Monthly Multidisciplinary
Research Journal

*Golden Research
Thoughts*

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

IMPACT FACTOR : 1.9508 (UIF)

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [PK]
Janaki Sinnasamy Librarian, University of Malaya [Malaysia]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



PROBLEMS IN THE INDIAN EDUCATIONAL SYSTEM



P. N. Shukla And Surbhi Jain

Principal Swayam Siddhi Mitra Sangh's Degree College
Assistant Professor HR and Communication Swayam Siddhi College of Management and Research

Abstract: A lot of research has been conducted on the Problems concerning the problems arising in the field of Education in India. These problems range from the curriculum, the grading and marking system, Parochialism, untrained teachers and lecturers, low pay scales and many more. We have endeavored to objectively study these problems and bring to light some of the less apparent but serious problems that hamper our education system.

Key words: Parochialism, Training, Irrelevance, Social disparity.

INTRODUCTION:

The role of Educational is to provide for and in the development of the youth of the country. It aims at making them knowledgeable, wise, self-dependent, confident, morally upright and able to contribute to growth holistically. However the boards and universities of our country fall prey to the unpteen social, work related and traditional constrains. They are anchored by rules and norms set up decades ago and tend to make little or no changes in the current way of running the educational on-goings in the country.

BACKGROUND OF THE STUDY

Education is one of the most valuable asset of any country. A well educated nation is an enlightened nation. While highly developed nations such as Australia, the United Kingdom, and the USA seek to improve their educational outcomes at all levels, education in developing countries still lags far behind with respect to both opportunities and achievements at even primary levels. In 2001, the United Nations stated eight Millennium Development Goals (MDGs) that are to be achieved by the year 2015 (UN Millennium Project, 2005) the second of these goals is—Achieve universal primary education. Sadly, there is little evidence of significant gains in reaching this goal in most under developed nations (Tarabini, 2010)

Many paths are being taken in the seemingly never-ending search for solutions to the problems inherent in weak educational outcomes in both developed and under-developed nations. Testing, national standards, eliminating tenure, increased accountability, charter schools, educational technology, vouchers, and better teacher training are just a few of the numerous reforms touted as remedies for educational problems around the world. Oddly, at the same time when educational attainments have been declining or remained stagnant in most nations, the number of educational research publications has expanded enormously.

In 2006, Ulrich's Periodicals Directory, the definitive reference for bibliographic information about scholarly publications, listed 1,226 active, refereed scholarly journals related to education (Togia & Tsigilis, 2006)

PROBLEMS OF THE INDIAN EDUCATION SYSTEM

The Indian educational system is still involved in attempting to improve the way education is imparted, it has had much experience in providing programs to meet Indians' needs and have been in the business of education on and off reservations for many years. In spite of what they have attempted and of what contributions they have made, severe problems exist in the Indian education field.

And Indian education will not develop, widen or evolve into a dynamic field unless the problems intrinsic in it are identified and solved.

Lack of money. By far one of the most pressing problems is the unavailability of money or inadequate funding of Indian education programs or systems. The demand far exceeds the supply, and available monies are only for the most basic educational needs of the students . . . "the traditional curriculum." Very small amounts, if any, are available for innovative programs and ideas.

Without adequate funding, the ideology and philosophy of Indian education become so many words. The concept of Indian education faces a bleak future characterized by stagnation, insensitivity, inadequate facilities and personnel. Is this what we educators wish to be contented with?

The irrelevant curricula: just what do we mean by the often-repeated phrase, irrelevant curricula? My definition is that it is schools not doing their job in meeting the needs of their students—especially Indian students. This area encompasses four necessary corrections.

An Indian student presently is subjected to an educational system geared to the needs of the non-Indian

student without any concern to unique problems and background of the Indian. Yes, the Indian must live in the white man's world, but if he is to become a productive member of the human race, the schools must develop programs to meet his needs.

Lack of qualified Indians in Indian education. By far the most glaring problem is the acute shortage of qualified Indians in Indian education. Materialistic gains, incentives and opportunities entice the qualified Indian educator away from this challenging field. There is much hard work and many challenges in Indian education: isolation, poor or inadequate facilities, eager but academically deprived students, but one's ingenuity, creativity, patience and forbearance are put to a real test in facing these and other challenges. If Indian education is to meet the needs of the students, if it is to have the sensitivity required, if it is to be dynamic and viable, it must have more qualified Indian educators—it must reach the stage wherein it will challenge the Indian educator to take up arms to join its ranks and to improve its lot.

Insensitive school personnel. It is tragic that this exists in the 20th Century. Too many administrators and teachers are not knowledgeable about the American Indian. Whether it is attributable to apathy, indifference or design does not lessen the problem. If school personnel are truly educators, it behooves them to learn about the people they are teaching: To fail in this task is to fail to educate. The burden of this responsibility rests squarely on the shoulders of the educator, and the exercise of that responsibility is long overdue.

Differing expectations of education programs. As noted in the section on irrelevant curricula, the American educational system is foreign in concept, principle and objective to the Indian student. The thinking, attitudes and experiences of the non-Indian are the base of the value structure rather than the aspects of Indian culture. Thus the educational perspectives of the Indian are not considered. The Indian views education as providing him with immediate practical skills and tools, not a delayed achievement of goals or as means for a future gain.

Lack of involvement in and control of educational matters. The Indian has not been able to express his ideas on school programming or educational decision-making. When they have been expressed, his participation has been limited and restricted. If problems in Indian education are to be resolved, the Indian citizen must become involved. He needs to have more control in the programs to which his children are exposed, to have a say in what types of courses are in the curriculum, to help hire teachers, to establish employment policies and practices, and all of the other responsibilities vested in school administration—that of being on a Board of Education. There are working examples of Indian-controlled school boards. These dynamic systems point up the fact that Indians can handle school matters. It is time that more Indians became involved in such control.

Difficulties of students in higher education. Colleges and universities need to establish programs which can deal effectively with the problems and needs of the Indian student—if he is to remain in school. In general, the Indian student has an inadequate educational background as

he may have been looked upon as less than college material in high school. He has unusual adjustment problems and usually inadequate financial help. It is time that more colleges and universities attempt to solve these development factors and provide a more successful educational experience for the Indian student.

REFERENCES

1. Tarabini, A. (2010). Education and poverty in the global development agenda: Emergence, evolution and consolidation. *International Journal of Educational Development*, 30(2), 204-212.
2. Togia, A., & T sigilis, N. (2006). Impact factor and education journals: A critical examination and analysis. *International Journal of Educational Research*, 45(6), 362-379.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- * International Scientific Journal Consortium Scientific
- * OPEN J-GATE

Associated and Indexed,USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net