

A Study of the Perceptions of Students Towards the Current Education System in India

Drushya Mallesh¹, T. Mary Sneha²

^{1,2}Student, Department of Commerce, Mount Carmel College, Bangalore, India

Abstract: This paper presents a study of the perceptions of students towards the current education system in India.

Keywords: Current Education System

1. Introduction

The educational system in India has seen major transformations from the Pastoral society to the Feudal system and then on to the colonial rule and the post-independence India. The pastoral and feudal societies had a more or less open learning system but with only a few having access to education. The motivated learner had to seek a guru and it was the guru's prerogative whether or not to accept a seeker of education to his ashram as a shishaya. The ever growing population of the country has always kept the educational system incapable of providing education to those desirous of being educated. Though the guru-shishaya system is prevalent even today in some spheres of education such as music and arts, the mainstream education changed over to the conventional university system during the pre-independence period. With more and more people wanting to get educated, mainly for their social upliftment, and the educational system not being able to cater to this demand, the distance education system and the open learning system came into being to cover this gap in the demand and availability of conventional education. India follows the British system of education where the faculty or lecturer gives the instruction and the students are expected to follow without raising doubts or questions as much.

The traditional setup continues but now must change due to the pressures of globalisation. It is imperative that the system must adapt to the changing expectations of industry, society and the student community.

2. Literature review

Education besides being a basic human need is vital for raising the standard of life, providing gainful employment, removal of regional backwardness, thereby ensuring overall development and wellbeing of a country. It is therefore the need of the hour to review the literature carried out by different academicians, educational thinkers, researchers, policymakers and educational reformers in the field of education in India and particular in Maharashtra state. The researcher has examined the relevant published literature related to the study of research

with a view to find out further scope of my objective of the research. The crux of the various studies, views and comments on the aforesaid topics is as follows.

Adhikari, Tejaswini. (2001) identified the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, under Navi Mumbai Municipal Corporation (NMMC). The study revealed that the infrastructure of schools was in a very poor state. The number of classrooms, teachers, tables and chairs were inadequate. For 420 students there were only 3 classrooms and only two teachers looked after the entire school. Due to their good accessible location and low cost education, most of the schools had a large number of children in their classrooms. There is a need to strengthen teachers on aspects of motivation, pro-children attitudes and creative teaching learning process. Appointment of suitable staff is also recommended in order to lessen the burden on teachers. There is need to provide a good network of balwadis, restructure the human resource component of schools, and enhance community participation. There is also a need to provide training to functionaries.

Aggarwal, and Chugh, Sunita. (2003) in "Learning achievement of slum children in Delhi. New Delhi:" highlighted that basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. The performance of the slum children was much below the expected levels in both the subjects and in both the grades.

3. Statement of problem

This study is concerned in understanding the student's perceptions towards the current education system. Since the current education system has its flaws, this research attempts to identify the need of the students in the current scenario.

4. Objectives of the study

The objective of the study:

- To study the expectation of students with regard to the current education system.

- To study the requirements that the students need from the education system for their future career.

5. Scope

- The scope of the survey focuses on understanding students perceptions with regard to the current education system.
- It is restricted to their perception of students pursuing higher education in India.

6. Methodology

This is descriptive study where data is collected from primary and secondary sources. The present students include students from higher education institutes. The data is tabulated and analyzed, findings are summarized and suggestions are given.

A. Limitations

The study conducted faced certain limitations to an extent. The limitation faced during the study were as follows:

- The response given by the respondents may not be raised which will reflect in the analysis and findings
- The findings of the study cannot be generalized to any other research or study.

B. Sample size

- The sample size consists of 100 students in the research.
- Sample design is used is convenience sampling technique.

C. Statement of problem

- Today education system is filled with a lot of gap. Student are not able to utilize their skills for employability. It does not nurture the needs of student which leads to problem in obtaining employment in future. Therefore, this study seeks to understand and identify the perception that the current students leave towards the system they are engaged in. It seeks to give an overview of the requirements.

7. Analysis and interpretation

Chart 1 – Showing gender of respondents, Gender 100 responses

Analysis and Interpretation:

The Pie chart representing the gender shows us that the male respondents are slightly more, that is 51% when compared to the female respondents. Hence it can be noticed that the male respondents are more compared to female respondents.

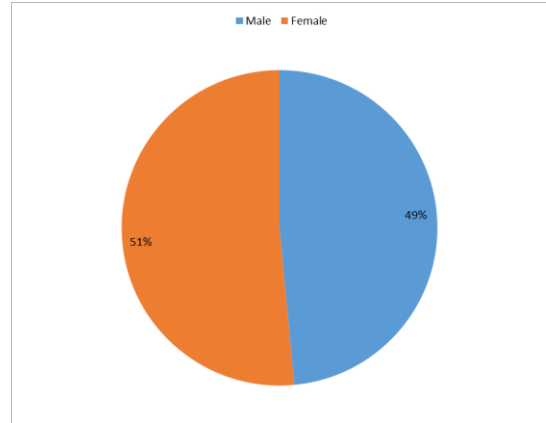
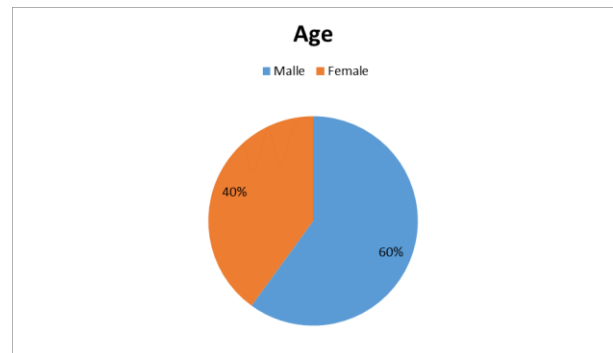


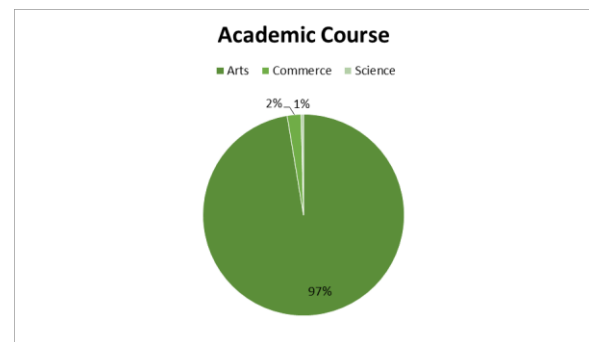
Chart 2- Representing the age of the respondents, Age 100 responses



Analysis and Interpretation:

From the above chart we can interpret that the majority of respondents were male as its 60% and the female Respondents are 40%. Hence we can infer that the male respondents are higher.

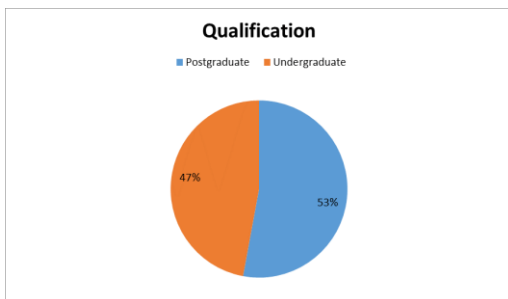
Chart 3 – Representing the Academic Course of the respondents, 100 responses



Analysis and Interpretation:

This chart depicts that the percentage of respondents pursuing arts is 2%, science is 1% and Commerce is 97%. Hence we can infer that the majority of respondents are pursuing commerce.

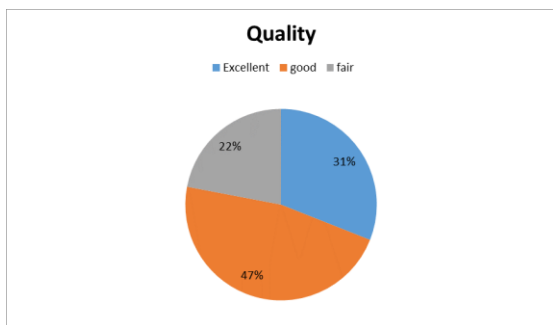
Chart-4: Representing the Qualification of the Respondents, 100 responses



Analysis and Interpretation:

From the above chart we can depict that the percentage of respondents pursuing post-graduation course is 53% and under graduate course is 47%. Hence we can depict that the majority of respondents are pursuing post graduate course.

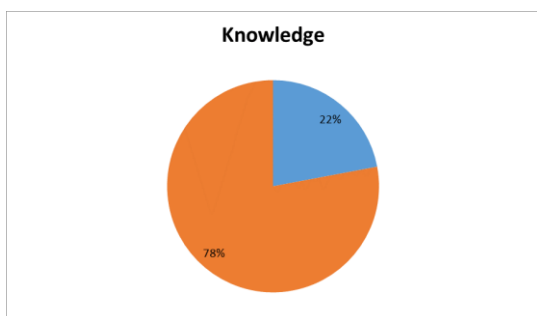
Chart-5: Representing Quality of education of the respondents, 100 responses



Analysis and Interpretation:

From the above chart we can infer that the quality of education of the respondents are mostly neutral as 31% respondents said Excellent, 22% said Fair and the remaining respondents said 47%. By this we can infer that The majority of respondents are happy with the quality of education.

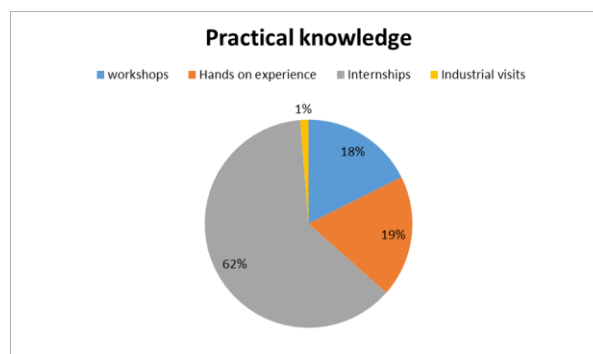
Chart-6: Representing number of respondents who have chosen between practical and theoretical knowledge, 100 responses



Analysis and Interpretation:

By the above Chart we can infer that 78% of respondents prefer practical knowledge and 22% of respondents prefer theoretical knowledge. Hence we can depict that most of the respondent prefer practical knowledge.

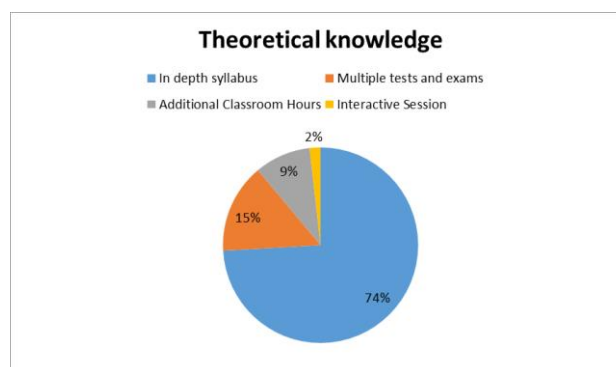
Chart 6.1: Representation of form of practical knowledge chosen by the respondents, 100 responses



Analysis and Interpretation:

The above chart depicts the form of practical knowledge that a respondent would prefer that is about 62% prefer internships, 19% prefer hands on experience, 18% prefer workshops and 1% prefer Industrial visits. Hence we can infer that the majority of respondents prefer Internships.

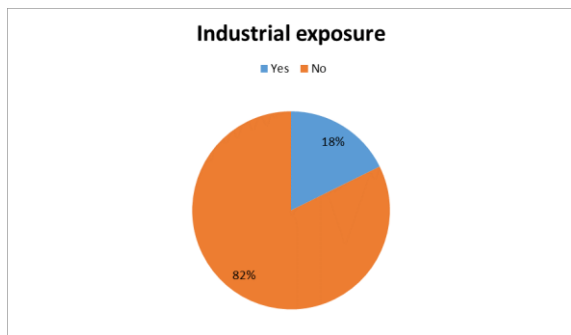
Chart 6.2: Representation of form of Theoretical knowledge chosen by the respondents, 100 responses



Analysis and Interpretation:

The above chart depicts the form of Theoretical knowledge that a respondent would prefer that is about 74% of respondents prefer in depth syllabus, 15% prefer Multiple tests and exams, 9% prefer additional classroom hours and 2% prefer Interactive session. Hence we can infer that the majority of respondents prefer in depth syllabus.

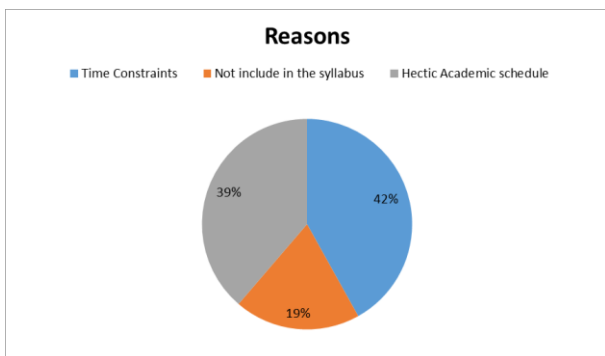
Chart 7 – Representation of Industrial exposure provided by the institution, 100 responses



Analysis and Interpretation:

By the above Chart we can infer that 82% of respondents are provided with industrial exposure and 18% of respondents are not provided with industrial exposure. Hence we can say that the majority of the respondents are open to industrial exposure.

Chart 7.1 – Representation of reasons why the respondents disagreed, 100 responses



Analysis and Interpretation:

The above chart depicts the reasons why the respondents were not provided with industrial exposure as 42% of the respondents said due to time constraints, 39% of respondents told due to hectic schedules, 19% of respondents told that it was not included in the syllabus. Hence we can say that the majority of respondents told that the reason for this was the time constraint.

Chart 7.2 - Representation of co- curricular activities supported by their institution, 100 responses

Analysis and Interpretation:

This graph shows us 73% of the respondents were encouraged by the institution for co-curricular activities and 27% of respondents were not. Therefore, it can be inferred that most institutions support co-curricular activities

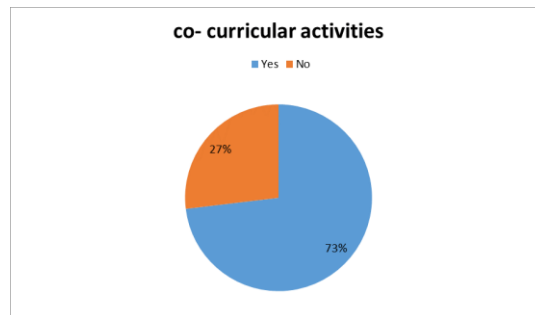
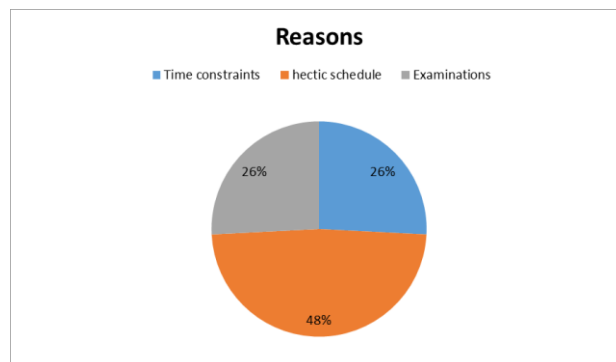


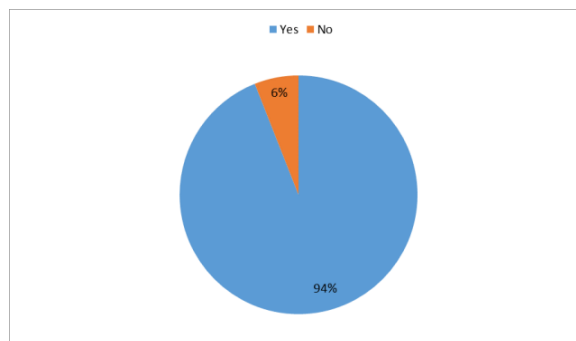
Chart 7.3 – Representation of the reasons why the respondents disagreed, 100 responses



Analysis and Interpretation:

By the above chart we can say that 48% of respondents disagreed because of Hectic schedules, 26% told because of examinations and 26% time constraints. Hence we can infer that the major reason was hectic schedule.

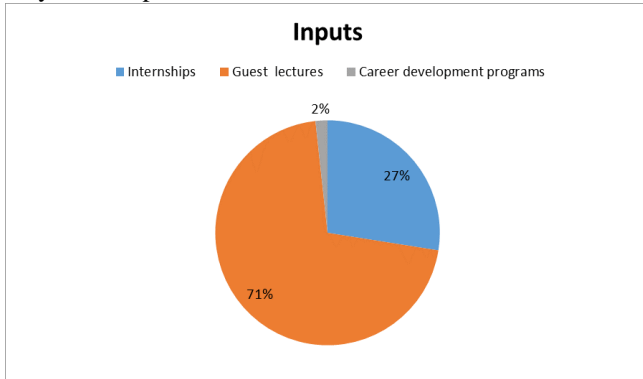
Chart 8 - Representation of the portions covered by the faculty within the allotted time, 100 responses



Analysis and Interpretation:

From the above chart we can say that 94% of the respondents agreed that the faculty finishes the portion within the given time and 6% of the respondents said no. Hence we can say that the faculty of the majority of the respondents complete the syllabus on time.

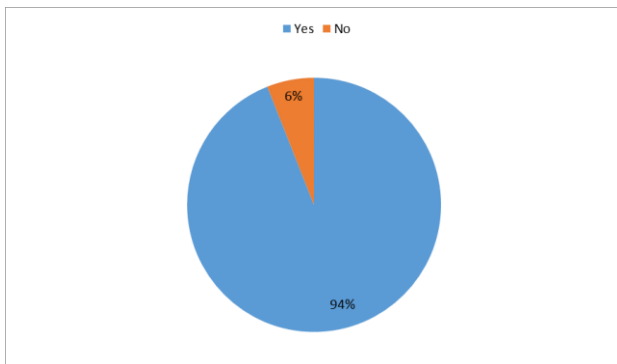
Chart 8.1- Representation of the inputs provided by the faculty, 100 responses



Analysis and Interpretation

From the above chart we can infer that 71% of respondent's faculty provides inputs in the form of Guest lectures, 27% in the form of Internships and the remaining 2% in the form of career development programs. Hence we can say that the majority of inputs are in the form of guest lectures.

Chart 9- Representation of the inputs provided by the faculty which are helpful for the future career of the respondents, 100 responses



Analysis and Interpretation:

By the above chart we can say that 94% of the respondents agreed to the inputs that are provide by the faculty will be helpful for the future career and 6% said no. Hence we can infer that the majority of the respondents are happy with the inputs given by their faculty.

Chart 10- Representation of the problems in the current education system, 100 responses

Analysis and Interpretation:

By the above chart we can infer that 37% of the respondents told that the major problem in the current education system is career development programs, 33% said hands on experience and 30% told modern infrastructure. Hence we can infer that the majority say that the career development programs are one

of the problem faced in the current education system.

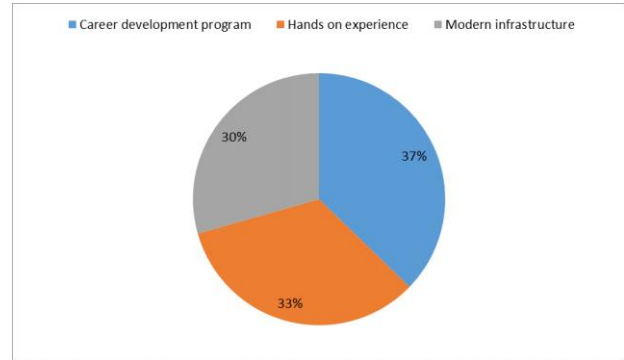
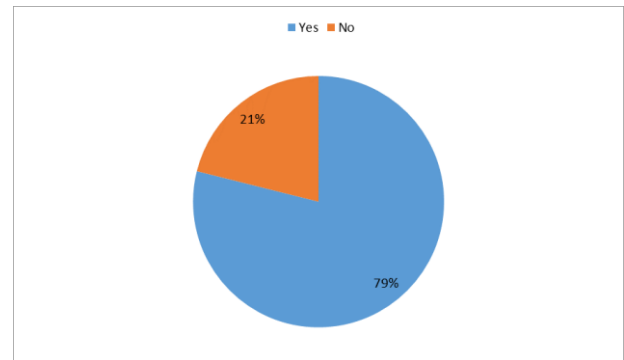


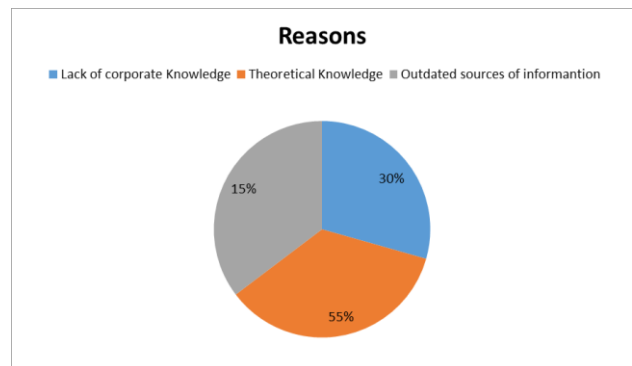
Chart 11 - Representation of whether the current education system will help the respondents to face the corporate challenges, 100 responses



Analysis and Interpretation:

From the above chart we can say that 79% of the respondents told that the current education system will help in facing corporate challenges and 21% said no. Hence we can say that majority agrees that the current education system will help the respondents to face the corporate challenges.

Chart 11.1-Representation of the reasons why the Respondents disagreed, 100 responses

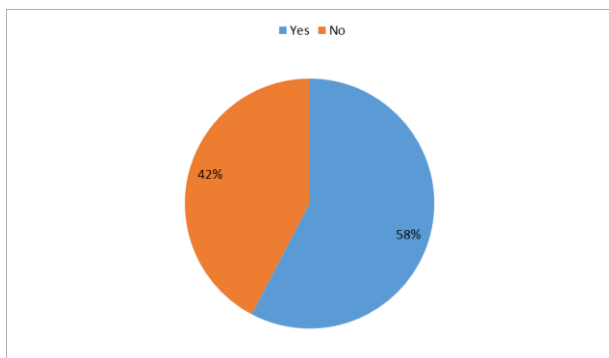


Analysis and Interpretation:

From the above chart we can infer that 55% respondents told

that theoretical knowledge was one of the reason, 30% of them said Lack of corporate knowledge and the remaining that is 15% said it is because of outdated sources of information. Hence we can infer that the majority said it was dues to Theoretical knowledge.

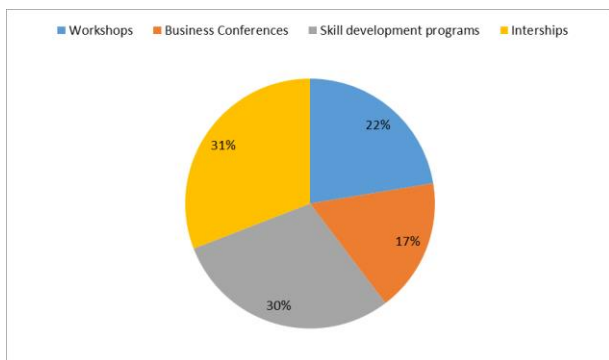
Chart 12- Representation of whether the current education system is job oriented, 100 responses



Analysis and Interpretation:

From the above chart we can say that 58% of the respondents told that the current education system is job oriented and the remaining 42% disagreed. Hence we can say that the majority of them say that the current education system is job oriented.

Chart 13- Representation of the inputs that is required for the future career, 100 responses



Analysis and Interpretation:

From the above chart we can say that 33% of the respondents would prefer the inputs for the future career to be in the form of internships, 30% prefer it to be in the form of Skill development programs, 22% prefer workshops and the remaining 17% prefer business conferences. Hence we can say that the majority of respondents prefer internships.

8. Summary of findings

- It is found that the male was more compared to female respondents.
- It can be inferred that the male respondents were higher

- It is inferred that the majority of respondents are pursuing commerce course.
- It is found that the majority of respondents are pursuing post graduate course.
- It is found that the majority of respondents are happy with the quality of education.
- It is found that most of the respondent prefer practical knowledge.
- It is found that the majority of respondents prefer Internships.
- It is found that the majority of respondents prefer in depth syllabus.
- It is found that the majority of the respondents are open to industrial exposure.
- It is found that the majority of respondents told that the reason for this was the time constraint.
- It is found that inferred that most institutions support co-curricular activities
- It is found that the major reason was hectic schedule.
- It is found that the faculty of the majority of the respondents complete the syllabus on time.

9. Suggestions

- It is suggested that institutions can aid by providing with students with more practical knowledge such as workshops, internships.
- Institutions have to take students for more industrial trip for hands on experience
- The institution would work on providing more skill development programmes in order to enhance the students skills and interest towards the course.
- The institution should give more importance for organizing and the students attending business conference which relates to job orientation.

10. Conclusion

Education for all cannot be achieved without improving quality and hence value. In many parts of the world enormous gaps persist between the member of students graduating from school to those among them who master a minimum set of cognitive skills. Any policy aimed at pushing net enrolments towards 100% must also assure decent learning conditions and opportunities. Lessons can be drawn from countries that have successfully addressed this dual challenge. Better education contributions to higher lifetime earnings and more robust national economic growth and help individuals on other matters that are important to their welfare. And through this study the same was revealed in the responses of the students who feel that the traditional teaching methodology is not just have to guarantee employments loyalty in future. In this regard both the universities and institutions must take the lead in having interactive and skill development activities for the students.

References

- [1] Potluri Rajasekhara Mouly, Khan Saqib, and Ansari Rizwana, "Students' Perception on Quality of Indian Higher Education System," *Journal of Distribution Science*, vol. 13, pp. 19-25., 2015.