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## Short Comings of Present Education System and How to Make it Employment Oriented

Col H. R. Ruhil (Retd)

*Singhania University*

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**ABSTRACT:** *The aim of any education system is to provide inclusive quality education and learning opportunities for all which ensures that a learner is eventually transformed into a good human being imbued with moral and ethical values and is equipped with adequate employment skills (self employment or job). In addition the individual attains good communication skills imbued with logical reasoning power and analytical powers so that his intellectual ability is not confined to his own field but can be used in any situation and in any field. Thus as useful member of society, this pass out student, is ready to contribute to Gross National Income through any sector- agriculture, manufacturing, service or the education sector itself.*

*However, the present system of education is not fulfilling the aim of education as enumerated in first paragraph above. The passout students of present education system are not employment ready. The present examination system, which basically tests the cramming capabilities of students, is not appropriate to evaluate the skills/ knowledge acquired by the students.*

*This paper discusses short comings of present education system and the changes that should be brought which will ensure that a learner eventually turns out as good human being imbued with moral and ethical values and is equipped with adequate employment skills (self employment or job) - thus ready to contribute to Gross National Income through any sector- agriculture, manufacturing, service or the education sector itself.*

**Keywords:** *Education System, Employment Oriented, communication.*

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### I. INTRODUCTION

The aim of any education system is to provide inclusive quality education and learning opportunities for all which ensures that a learner is eventually transformed into a good human being imbued with moral and ethical values and is equipped with adequate employment skills (self employment or job). In addition, the individual attains good communication skills imbued with logical reasoning power and analytical powers so that his intellectual ability is not confined to his own field but can be used in any situation and in any field. Thus as useful member of society, this passout student is ready to contribute to Gross National Income through any sector- agriculture, manufacturing, service or the education sector itself.

### II. Present Scenario

The present day system of teaching, learning and evaluating the performance of the students, particularly in the area of higher education, has not kept pace with the developments taking place in the world. As a result, our higher education system has succeeded in producing graduates and post graduates who neither meet the needs of the industry nor are they capable of functioning independently in any office. Moreover, their analytical and logical reasoning ability is not developed. The education system is “teacher centric” rather than “student centric”. The student is forced to study and memorise what the teacher/ system desires rather than what the student desires.

Following are the major flaws in the present system:-

- (a) No inter disciplinary mobility is possible.
- (b) Lack of co relation with needs of environment.
- (c) Lack of choices of subjects for the student.
- (d) Latest tools and modes of acquiring and imparting knowledge are not being encouraged.
- (e) No opportunity to the learner to walk out and walk in to earn a certification.
- (f) No scope to introduce latest knowledge in the curriculum.
- (g) Intellectual ability, logical reasoning and analytical powers are not developed.
- (h) Ability to communicate effectively is not given adequate importance.

With little autonomy to institutions of higher learning, today we have some self appointed regulators who dictate what student has to study and how long he/ she will study, irrespective of the aptitude and capability of the student. This has created a situation wherein on completion of their education, most of the students are unemployable. At the same time the industry has dearth of skilled manpower.

### **III. Remedial Measures**

**Autonomy in Education.** In any education system there are only four stake holders:-

- (a) The learner who has to acquire knowledge/ skill in accordance with his/ her aptitude and capability.
- (b) The parents who have to spare the child from domestic chores and finance the expenses of the learner.
- (c) The teacher who has to guide the learner.
- (d) The employer who would provide employment to the learner if he/ she have acquired the skill/ knowledge required for the job.

It is the above stake holders alone who have to decide what to study and how long/ how much to study to acquire a particular level of skill. There is no room for anybody else to dictate what to study and how long to study and what level of knowledge/ skill is required for a particular job. The education should be student centric rather than teacher (or regulator) centric. Let the learner decide what to study in accordance with his/ her aptitude, and let the learner decide, depending upon her capability and time available, as to how long he/ she will take to acquire the required level of skill/ knowledge. In any case, this is their fundamental right. Similarly, the university, being autonomous self regulating body, has the fundamental right to impart education in the manner it deems appropriate to the willing learners.

It is, therefore, time to leave education to the universities and let the stake holders alone decide on the content of various courses and the methodology to impart the required skill/ knowledge. **Following example will reinforce this point.**

There are countless number of coaching centers running in every nook and corner of the country. These are not regulated in any manner regarding the curriculum content, duration of different programmes, fee charged of the mode of imparting education. Market forces decide each of these aspects. Depending of the type and level of knowledge required for the goal to be achieved, they decide on the curriculum which is dynamic in nature to keep pace with the changing requirement of the goal. Similarly, the mode of imparting education, the duration and the number of subjects to be studied are chosen by the students. Market forces decide the fee structure. Similarly, students who come to these centers are focused on their goals as opposed to aimless education being imparted under the regulatory system.

As a result, one finds that the coaching centers are doing roaring business and a yeoman's service to the student community – a service that the present day regulated education system has failed to provide.

**Qualities of an Educated Person.** To build a society with sensible character and good moral ethics, it's vital that value education is introduced in pre-school and strengthened in primary, secondary and higher education. Similarly, inculcating the habit of logical reasoning and analytical power is a must in education. Also an educated person must be well aware of the general happening around the world. An educated person must be able to grasp, analytically interpret and form opinion based on logically reasoning. For this purpose certain subjects must form the foundation of education in all streams. It is recommended that following subjects must form part of education, irrespective of the type of course/ stream:-

- (a) Basic Accounting.
- (b) Basic health care.

- (c) Basic computers.
- (d) Communication skills – verbal, written as well as digital.
- (e) Social Ethics.
- (f) Basic Law and management.
- (g) Skill development.
- (h) Logical Reasoning and analytical thinking
- (i) General awareness – to include current topics

**Curriculum.** Curriculum and syllabus for a course should be such that it enables the learner to achieve the desired goal. Say, for example, the goal of a learner is to join the banking services in India. The curriculum and syllabus of each subject to be studied should be such that the learner becomes competent to clear the Banking Services Examination. The pattern and content of various assessments should be directly related to such banking services examination. If this is followed in true spirit, then there will be no need for such learners to join any coaching institute to prepare for such examination. The scholar has been preparing and is being guided for this goal right from day he/ she joined higher education.

**Mode of Education.** With the advent of fast communication systems and availability of online material in every field, imparting and acquiring knowledge is no more confined to classrooms. Instead, we ought to encourage **Blended Learning** - a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with computer-mediated activities. Blended learning can also be used in professional development and training settings, as it can be used to translate knowledge into a particular skill that is useful and practical for a specific job. Today, one can see even the most critical heart and brain operation being taught via YouTube. In developed countries, imparting education through digital mode is a norm rather than exception.

**Practical Training.** Every educated person is duty bound to contribute to Gross National Income by working in some sector or the other either as an employee or as an entrepreneur (a term that includes agriculture activity). Therefore, internship training at regular intervals and evaluation by potential employers during such training must form a part of learning and evaluation. Only then will the student be able to face the highly competitive world – or else he/ she will keep going to coaching institutions to acquire what he/ she should rightfully have been provided before completing higher education.

**Time frame.** There should be no time period fixed for acquiring a particular level of knowledge. This will depend upon his capability and time available for learning rather than the time period set by the system. Time required to acquire a particular level of knowledge depends on various variable factors such as (1) Time that the student can devote for studies- an employed person or someone who is required to devote time for domestic chores will be able to devote much less time than a student living in the hostel for education, (2) mental ability that differs from student to student. Therefore, it should be left to the learner as to when he is ready for assessment. Assessment (or examination as is presently called) should be done on demand. As long as a student is able to justify that he/ she has acquired the knowledge required up to the desired level, certification of that level should be awarded.

**Annual Examination.** Present day stress on annual examination and evaluation of cramming capabilities must be replaced by evaluating what a learner has learnt rather than what he does not know. His employment capabilities, rather than cramming capabilities, must be assessed. The student should be assessed by all stake holders’ i.e. self assessment, assessment by parents, assessment by potential employer and by the teachers. The final assessment should be by an external person, preferably in the form of viva voce where the questions are not limited to a few aspects but the student’s overall knowledge is assessed.

### **Conclusion**

With the availability of internet facility and various other means of acquiring knowledge, the whole world has shrunk in a global village. Acquiring knowledge is no longer confined to classrooms. Blended learning utilizing all available modern tools of learning must be used to the best advantage to the learner. Distance, brick and mortar buildings, availability of local faculty etc. must be no constraint in imparting or acquiring of knowledge. Assessment system may be on demand, instead of fixed annual or semester examinations. Such assessment should be broad based on finding out what the student has learnt rather than what he has crammed.

Change is not easy. Modification and growth in large, complex institutions that are part of an increasingly global system of education can be challenging. But innovation and adaptation are needed now more than ever before in our higher education. The educational institutions must work together with industry to build what the industry needs using all modern modes of imparting education; and not simply replicate what has existed before.