

## **Education Systems of South Asia: A Study of Indian Education System**

**Zubaida Zafar**

*University of the Punjab, Lahore, Pakistan.*

### **ABSTRACT**

Current study is related to the education system of South Asian countries. South Asia is the most populous region of the world but the education system of South Asian countries is not encouraging. A majority of the children is out of the schools. The basic objective of the study is to explore the Indian educational system. The researcher conducted online interview of 40 respondents to have an in-depth understandings. The sample of present study was selected through purposive and multistage sampling procedures. The findings of the research show that the education system of India is satisfactory but still there are many drawbacks in this educational system. The socio-economic, ethnic, religious, and regional disparities are influencing the Indian education system at large.

**Key words:** South Asia, India, Indian education system, challenges

### **Introduction**

Education is the most important and powerful instrument to develop human personality in a desirable manner. An individual develops all the behavioral changes based on interaction with environment as a result of learning. The world history witnesses that any change taking place in human life through any aspect including social, cultural, spiritual, political and economic, education has been root cause for that change. Education becomes one of the basic necessities of human life, like food, shelter and clothing. In fact, education is part and parcel of human life. Generally, human life consists of biological, sociological, spiritual and cultural aspects. The biological aspect of life can be satiated by food, shelter and fulfilling other biological needs. All other aspects of human life can be achieved and developed only through the medium of education (Ornstein, 1984). Education is considered as a powerful tool for personal and societal development. Development of a country is always dependent on honest and positive role of its citizens. It is important for equal and proper division of resources among all citizens to play their respective role positively and actively. These individuals can behave in a responsible way if guided through formal education. Education offers a quick route for poor to stand on their feet and to develop genuine democracy, empowerment of poor and alleviation of poverty (Rao, 2010).

Education plays an important role in reducing economic differences in the society. This can be achieved through provision of equal educational opportunities to different strata of life. In South Asia, there are multiple stratifications in the domain of education. The dominant group always tries to deprive the marginalized groups of education. Education as a right denied on basis of caste, religion, race, gender and class.(Siddiqui, 2012). From the inception of Islam, emphasis is laid on education even it is centrality of Islamic teachings. The Prophet ﷺ had great devotion to knowledge and science than His predecessor prophets which bring Islam close to modern world of thoughts. One important example is establishment of nine mosque-schools in Madinah that leads to formation of an education system (Mubashar, 2013).

### **Educational Challenges in South Asia**

South Asia as whole faces educational challenges, such as 42 million ‘out of school children’ resides in South Asia. (Shah, 2003). According to annual Education for All (EFA) report (2010) Sri Lanka and Bangladesh joined United Nations Millennium development goal of achieving universal primary education. However 2010 EFA report projects that Nepal and India will achieve the universal primary education goal by 2015. Pakistan has huge number of ‘out of school children’. But it is still unclear that when these South Asian countries will achieve universal education goal.(Shafiq-ur-Rehman, 2011). Problem of illiteracy in South Asia is leading to many other social problems like factionalism, conservatism, poor health and sanitation, high birth and death rate, lack of social mobility, crime, and poor living standards. Pakistan, a country with state religion Islam, ranks among lowest literacy rate countries, despite the fact that Islam lays great emphasis on getting education (Niazi, 2002).

### **Conceptual Definition of Education**

Education is considered as a mean of creating new opportunities for freedom of action and securing a livelihood, on the contrary it led to the prevailing structural inequalities based on wealth and power based stratification in society.

### **Operational Definition of Education**

Education in this research is restricted to formal education at all levels, consciously and deliberately excluding systems of informal knowledge and indigenous skills development. For the purpose of present study the basic (traditional) institutions of the South Asian society are selected for analysis of education system.

## **Institution of Education**

Generally, education embraces all instructional activities: the random knowledge-imparting activity; informal instructions carried on in the home, knowledge disseminated through literature, magazines, newspapers, the radio and the cinema as well as formal schooling (Panunzio, 1939).

It is fact that education plays an important role in physical, mental, spiritual and social development of people as wells as is the backbone of national development. Countries with an effective education system happen to be the socio-economic leaders of the world. Every nation prepares their generations according to their ideology and culture. Through education they impart their national legacy to next generations. Education is a tool of converting population from burden to human resource. The structure of education system varies across countries on the basis of age criteria, duration and levels of education (Siddiqui, 2007). In South Asia there is multiple stratification in the domain of education; realizing the potent linkage between education and prospects in life. The dominant group in society has always deprived the marginalized groups of education; this points that the important objective of education is considered to reduce the economic differences. Educational marginalization is not just confined to caste and color. There exists a clear educational discrimination on gender basis (Siddiqui, 2012).

## **Education Systems of South Asian Countries**

### **Structure of Education System of Bhutan**

Formal education system in Bhutan started in beginning of 20<sup>th</sup> century but grew slowly. Even in late 1950's it had 11 schools with 17 teachers and about 440 students. However subsequent decades led towards expansion (Ugyen & Cokl, 2010).

Formal education system of Bhutan consists of one year of pre-primary, six years of primary, two years of junior high and two years of senior high schooling. There are community schools evolved from an experiment with Extended Class rooms (ECRs) started in 1986 taught up to class III. Primary schools taught up to class VI and junior high up to class VIII. All the junior high schools have primary classes (Bray, 1996).

### **Structure of Education System of Sri Lanka**

The formal education system of Sri Lanka is highly influenced by the colonial past. British had a major influence on the development of Sri Lankan education. School examinations and curricula content remain modeled on British Examinations (GCE O-levels & A-levels). (National report, 2004)

The right to free education was enriched in 1978 Sri Lankan Constitution and compulsory schooling was between ages of five and fourteen. Since 1985 till

present, schooling is of thirteen years and based on five years of primary, four years of junior secondary, two years of senior secondary and two years of collegiate/ pre-university. The higher education is of 5-7 years. There are two main languages of instructions Sinhala and Tamil. Education is compulsory subject throughout 13 years of schooling. International private schools offer instructions in English. The academic year runs from January to December ((MoE), 2013).

### **Structure of Education System of Nepal**

The structure of formal education system in Nepal consists of five years of primary (1-5 grades), three years of lower secondary (6-8 grades), two years of secondary (9-10 grades) and 2 years of higher secondary (certificate level). It has total 12 years of schooling. Higher Education comprises bachelors (13-14 grades) and masters (15-16 grades)(UNESCO, 2008).

In 2009 the government of Nepal implemented a School Sector Reform Program (SSRP 2009-15) which aims to restructure school education by integrating into basic education (1-8 grades) and secondary education (9-12 grades) in boosting school enrollment rates. In new structure vocational stream is introduced at secondary level to enable students vocationally to enter tertiary education. The SSR program results in improvements in primary education as well as high rates of participation at secondary and higher secondary levels. (MoE, 2013)

### **Structure of Education System in Maldives**

The formal education system of islands known Maldives is different from other South Asian countries. There are two education systems that co-exist in parallel. The older traditional Islamic schools are with Dhivehi medium of instruction. Over the years government introduced English level programs. Primary school duration is five years and there are different standards for middle school on different far-flung smaller islands and Male. Secondary school takes 5 years more and completes school program. Secondary education is completed at high school and hurdle is to complete high school grades 11-12. The brightest student after this goes abroad for tertiary education and other successful students go to local tertiary education institute (UNESCO, 2011). There is a condense education program by Maldivian government for youth and adults unable to complete formal schooling known as second chance (UNESCO, 2003).

### **Structure of Education System in Bangladesh**

The formal education system of Bangladesh is divided into three stages, primary, secondary and tertiary. There are five years of formal primary schooling. After that three years of junior secondary, two years of secondary and two years of higher

### ***Education Systems of South Asia: A Study of Indian Education System***

secondary schooling. In secondary education, three streams Humanities, Business and Science education is offered at class IX (Report, 2004).

For higher education Higher Secondary certificate (H.S.C) is minimum requirement. HSC holders are qualified to enroll Four years degree bachelor's degree or three year degree pass courses Honors programs. After successful completion of bachelor's degree (1 or 2 years) master and then 2 years MPhil and 3-4 years PhD (UNICEF, 2009).

### **Structure of Education System of Pakistan**

In Pakistan the education system is divided into three categories; elementary schooling till grade (1-8), secondary from grade (9-12) and after completion of grade 12 tertiary/higher education starts. Elementary education is further divided into primary grades (1-5) and middle grades (6-8). There are primary and elementary school for this purpose. Secondary education (9-12 grades) catered in secondary and higher secondary school (college). In higher education first degree is (2-4 years) bachelor program. After that two years program, master is of two years. After 16 years of education two years MPhil program and at least three years PhD program is offered. There are 5 years medicine program and 4 years engineering program after grade 12 offered by public and private sector universities (Saeed, 2007).

### **Structure of Education System of India**

After independence a great venture of material construction was launched with the aim of raising public standards based on freedom, equality, justice, and dignity of the individual. The Indians with the help of their government aimed at accelerating the growth through rapid industrialization and development of agriculture and fostering national integration and cultural renaissance based on the spread of education. India has a federal structure with the constitution delineating the powers and functions of the central government and of the federating units, the state government. Education finds pride place in constitution (Karpal, 1971).

Education in India is mainly responsibility of the state governments. In 1976, 42<sup>nd</sup> amendment in constitution of India placed education in the center and states concurrent list with the aim to facilitate evolution of National policies in the field of education. A broad uniform educational pattern has emerged all over the country, comprising ten years of school secondary education, two years of higher secondary education and three years of tertiary education for obtaining the first degree. The first national policy on education in India was announced in 1968. Its notable achievements were a considerable educational facilities expansion in all states and by most states common structure of education is adopted (NRIC, 2006).

## **Administrative Responsibilities of Education System in South Asian Countries**

The administrative responsibilities structure of education system of Bhutan is shared by several departments. The ministry of Education (MoE), Ministry of Labor and Human Resources (MoLHR), the Royal University of Bhutan, Districts (Dzongkhangs) and cluster of villages (Gewogs) constitute administration blocks. Ministry of Home and Cultural Affairs is also linked up with Ministry of Education (MoE) regarding instructing the Driglam Namzha (Bhutanese etiquette) along with organizing other cultural activities in schools, to the Ministry of Agriculture for Agricultural programs, and to the Central Monastic Body for religious education in the middle and higher secondary schools (Ugyen & Cokl, 2010).

In Sri Lanka in terms of the 1987 constitutional amendment the responsibility for provision of education is shared by central and provincial government. There is a general education minister responsible on all matters and answerable to president and cabinet of ministers. The chief executive is secretary of education ministry accountable to education minister of Education and president for all policy implementations. Responsibilities are further divided into additional secretaries, in charge of divisions and directors education in charge of specific subjects (National report, 2004).

These responsibilities are further divided on provincial level too. Provincial ministry of education has provincial minister of education and provincial secretary of education. There are educational zones in provinces to facilitate ministry. School administration, management and supervision are carried out by zonal education office. Zones are further divided in divisions headed by Deputy Director's in charge. ((MoE), 2013)

In Nepal, educational responsibilities are divided in three levels, the central, regional and district level. These responsibilities are carried out by the Ministry of Education and Sports (MoES), Regional Education Directorates (REDs) and District Education Offices (DEOs). The school education responsibilities are divided on basis of different levels of education (UNESCO, 2008).

Furthermore these responsibilities are also shared by administrative bodies, school management committees (SMC) and resource centers. Resource centers constitute cluster of districts (5-30 Districts). SMC include parents, administrative representatives and community members (National report, 2004).

The administrative structure of Maldives education system is vast and specialized. Maldives education ministry consists of seven districts, two units, Higher education department, Department of public examination and educational development Centre. Ministry of Education works directly under president of Republic. Ministry of education includes a minister, two deputy ministers, one state minister and the permanent secretary. Traditionally most island schools have been managed by local islands communities with the island chief head (UNESCO, 2011).

## ***Education Systems of South Asia: A Study of Indian Education System***

The administrative educational responsibilities in Bangladesh are shared by Ministry of Primary and Mass Education (MoPME) and Ministry of Education (MOE). Furthermore responsibilities are categorized on basis of different streams and levels of education. The Board of Intermediate and Secondary education (BISE) conducts SSC exams (National report, 2007).

In India, educational responsibilities are shared by central and states governments. Central Ministry of Human Resource Development constitutes Department of elementary education and literacy, Department of secondary and Higher Education, Central Advisory Board of Education (CABE), National Council of Education Research and Training (NCERT), State Council of Educational Research and Training (SCERT), the Central Board of Secondary Education (CBSE) and Council of Indian School Certificate Examination (CISCE)(NRIC, 2006).

In Pakistan, administrative responsibilities of education are carried out at both federal and provincial level. Ministry of Education at Islamabad is involved in national level educational planning. Provinces plan their policies in the light of that national policy presented by federal ministry. Since 2002 most affairs of school education are responsibility of Executive District officer (EDO) with the support of District Education Officers (DEOs), Deputy District Education Officers (Dy. DEOs) and other staff (Saeed, 2007). Provincial level educational administration head is Secretary. In some cases there are two secretaries one for schools and one for higher education (Shah, 2003).

### **Streams of Education in South Asian Countries**

In South Asian countries there are various types of schools. Each category is summarized below.

In Sri Lanka, National and private schools were established even before independence from British Rule. National schools are responsibility of MOE directly. In addition Sri Lanka also hosts network of international schools autonomous from ministry for children's of expatriate community especially. Most schools follow British Edexcel curriculum and examination system or the international Baccalaureate curriculum. Monastic Schools (Piriven) are also set up in Sri Lanka under the control of Ministry of Education,(MoE), 2004).

In Nepal there are two different streams of imparting formal education. These are public and private schools. Ministry categorized public schools in two types Aided and unaided community schools. Aided community schools receive regular government grant while unaided schools are financed by community through donations and other sources ((SAFED), 2011).

In Maldives, there are three streams, Quranic, Dhivehi-language and English-language schools. English language schools are equipped with standard curriculum. In 1960 imported London General Certificate of education was adopted and English as medium of instruction instead of Dhivehi. But Dhivehi

medium exists in Male. Maktab education is still provided but community, private and government schools also exist (UNESCO, 2006).

In India there are three educational streams, government, aided and private. Government schools are responsibility of central, state or local government but aided schools receive grant as an aid by government. Private sector is divided into recognized and unrecognized schools (Ganguly, 2013).

In Bangladesh primary education has two streams while secondary education has three streams of education. Primary educational streams are general and madrassa education. Secondary education has general, madrassa and technical-vocational education streams but have additional emphasize on religious studies. There are three main types of primary level institutions in the country. These are government schools (owned, funded and managed by the government), partially publicly funded nongovernment schools and wholly privately funded primary schools. Privately funded school encompasses many types. Firstly, Non-government non-registered with MoPME but under process of registration; Secondly, ebtadayee Madrassah (Non-government primary institute imparting religious education; Thirdly, ebtadayee Madrassah attached with Dakhli Madrassah; Fourthly NGO school, Fifthly Satellite schools (Non-government containing grade 1 and 2 in villages where there is no primary school, after grade 2 join nearest village primary school), Sixthly Community schools (one-teacher School run and funded by the community) and Experimental schools (attached to primary teacher training institutes for trainee teachers teaching practice)(National report, 2004).

In Bhutan, there are two basic main streams of education. Firstly, Monastic Schools, the education of monastic schools is very much different than secular education; students spent their time in learning prayers and scripture, arts and crafts that are need of practical performance of rituals. Students of these schools are known as monks and held great respect. It is still in demand by public especially by poor family because of free facilities and because they are paid for performing rituals for community and this income is contribution of monks towards the family. Secondly, the secular education schools with the largest enrolment of student's are found. Thirdly there are local schools or community learning centers (CLCs) for self-study opportunities to advance learning (UNESCO, 2009).

In Pakistan, there are three streams of education: State sector, Private sector and Madrassah. State schools are the responsibility of government. There are many sub-categories of this stream, such as government schools (owned, funded and managed by the government), partially publicly funded nongovernment schools (semi-Government schools) etc. Private schools are privately funded and encompass many types such as non-elite schools and Elite schools. Elite schools involved Cambridge base education. Madrassah system of education in Pakistan is controlled by independent Madrassah boards that have been developed by various religious schools of thought in the country (UNESCO, 2009).



## **Problem Statement**

There is no uniformity in present educational system to develop national unity among citizen, divers educational system are developing different types of individuals different in morality, ideology, thinking and approach. The poor performance of education in India is due to Indian Caste system which makes it incumbent that the children of lower classes should learn to work with their hands and not with their heads and the education should therefore reinforce rather than break down the caste distinction. Indians believe that one group of people is meant to be educated and the rest remains illiterate in order to serve them (Weiner & Noman, 1996).

## **Research question**

What are the dominated institutional functions of education system prevailed in India?

## **Objectives**

1. To find out the impact of family's socio-economic status on educational choices in India.
2. To examine the perception of students about the institutional functions of education system prevailed in India.
3. To find out the impacts of privatization on education sector of India.
4. To find out the perception of students about the available educational facilities in India.

## **Literature Review**

Education plays an important and critical role in the holistic development that leads to empowerment of individual and country. Besides the knowledge and skills acquisitions, education also enhances one's critical thinking skills by which one can analyze and evaluate his/her surroundings in a better way.

Rao, D.T. (2000) in his book "Education and Morality in India" states that fundamental aim of education is to help individual developed into real human being. Character formation is the true end of education. Education therefore develops the person's relationships between the whole human society and environment. Human society in any culture cannot undermine the significance of the teaching or inculcation of moral and spiritual values and practices to its younger generation. Ignorance of values in education by political states in educational policies reaped consequences by facing troubled youth of the educational institutions. Morality is the code of living in the society and education

is a social instrument to that end. Education strengthens the existing moral values in the society.

Lodge, G. (1910) in “The Function of Education” states that the prime function of education is training of young in their minds of and in their tastes as continuous source of satisfaction and enjoyment. Training restricted to the material man demands is faulty. Possibly students are not getting appreciation at the time of doing. But training is not for time being; it has long lasting effects. Human development as it relates to economics and standards of living, has to face different challenges in South Asian region such as income inequality and poverty etc. There is a broad relationship between growth, poverty, and human development.

Altbach P. G. (2009) in “The Giants Awake: Higher Education Systems in China and India” states that India and China both started giving priority to higher education to build more sophisticated economies. Both countries are trying to make considerable progress in research and technology by developing top institutes. But both countries made no significant reforms to improve overall quality of higher education. Quality assurance system for all over supervision is not yet introduced in China and India. Higher education of these countries significantly impacts both key economies as well as other global world.

Mubashar, A. (2013) in study “Education system in Muslim India (1206-1707 A.D.)” states that there were four institutions as source of education in this period. These institutions were madrassas, mosques, Khanqahs and homes of scholars. There was an excellent triad between teacher, student and rulers that led to development of a flourished education system. Education is provided to all even females. In these institutions (Madrassas, mosques, Khanqahs and homes of scholars) ijazah system was used as examination and students were preparing to go abroad for higher studies. System received constant attention and budget by the rulers. The literary work produced was of equal standards of Ottoman period work. Ganguly, A. (2013) in paper “Status of Indian Education - Present trends and Past Systems: Some Reflections” discusses findings from the Annual Status of Indian Education Report (ASER) 2012. Study states that learning in government schools is declining but on other side private schools enrollment ratio is increasing yearly. Statistics highlights the increase in private schools enrollment which is approximately 41%. It is expected that in India private school sector will be the major formal education provider. However the gap is widening between government school children and private school children. Private education is hitting family budget and it is estimated that by 2020 50% of school children will have to pay for education. But challenges of teachers training and motivation in rural mass education remain. Inability of government in primary education will remain a challenge in years ahead.

Sharma R., (2000) in her paper “Decentralization, Professionalism and the school system in India” identifies the institutional gaps and constrains that keeps the Indian school system away from acquiring a professional orientation. This in turn affects the quality of the whole school process. It is stated that the democratic

## *Education Systems of South Asia: A Study of Indian Education System*

decentralization that has impacted the school system needs to be accompanied by a parallel professional development. Indian school system needs to professionalize itself in two major ways: It needs to root itself in the child's needs, by developing an expertise in the learning process and understanding Indian children, and it needs to promote professionalism in management of schools so that school system foster growth.

Chudgar A. and Shafiq M.N, (2010) in study "Family, Community and educational outcomes in South Asia" states that there are several characteristics which influence educational outcomes. Parents with higher education, higher income and owning business highly and positively impact child educational outcomes. At community level industrialization has a conflicting impact. It may adversely affect educational outcomes of the working children for wages. But availability and quantity of schools in a community positively impact educational outcomes. However it is yet to be studied in South Asia that how educated and uneducated parents behaviors are different.in industrialized countries where educated parents spent more time in helping children in their studies.

### **Issues and Challenges to Education in India**

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of education and research. China educates approximately 20 per cent of its youth in higher education as compared to 11 per cent in India. The main governing body of tertiary education level is University Grants Commission (India), Universities and its constituent colleges are the main source of higher education. According to the Department of higher Education government of India 2011, 227 government-recognized universities, 16,885 colleges, including 1800 exclusive women's colleges in India are working under these universities with 4.57 lakh teachers and 99.54 lakh students in various institutions. Distance learning is also a feature of the Indian higher education system. According to the London Times Higher Education (2009) Quacquarelli Symonds (QS) World University rankings, no Indian university features among the first 200, the Indian Institute of Technology, Kanpur is 237; IIT Madras is 284 and the University of Delhi is 291 (Ragunath, 2012).

Ex-President Pratibha Patil said that "India aspires to increase enrolment in higher education. She added that the country intends to raise gross enrolment ratio in higher education to 30 percent by the year 2020, which means almost tripling the enrolment from the present 14 million to about 40 million."

Critical analysis by the academicians and governmental committees has highlighted the crisis confronting the system; increasing number of educated unemployed leading to weak student motivation, increasing unrest among

campuses; collapse of administration, declining standards and demoralizing efforts by the politicians and policy makers for radical construction because they are just depending on moderate reformism. An IT giant (Infosys) sorted 1.3 million applicants among which only 2% qualified for jobs, an evidence that quality of education delivered in most of institution is poor. There are many issues related to infrastructure and facilities but there are evidently widespread geographic, economic, gender and ethnic imbalance in education system of India is evident. There is exploitation of student by private sector; it is creating impediments to ensure equitable access and a challenge for poor students. Further, it is creating problems for poor and backward area students to crack a highly competitive entrance examination that reflects bias towards rich urban elite background students. Students with subjects which are not market friendly suffered. (Kaul, 2006)

## **Methodology**

The current study is qualitative in nature. Online and mail interviews were conducted to collect qualitative data. The sample of 40 respondents was selected through multi-stage and purposive sampling techniques. The target population was graduated female students, professors and the female members of Non-governmental Organizations (NGO's) of rural and urban India.

## **Data analysis**

In data analysis researcher identified the domains, drew sub-types and explained them in context of study with semantic relationship. (Neuman, 2015). The researcher used domain analysis in this study for qualitative analysis.

## **Themes**

Following themes were taken into consideration while analyzing data:

- Socio-economic status
- Education system in India
- Impacts of Privatization on Education Sector
- Availability of Modern educational facilities to university students
- System of education and culture
- Different Education systems
- Curriculum
- Examination (Assessment) System
- Single education system
- Regional disparity

## **Findings**

### **Socio-Economic Status**

Researcher analysed the socio-economic status of respondent because it was considered as impact factor on educational choices and outcomes. Study determined the socio-economic status of respondents by combining both public and private sector universities respondents to get overall socio-economic status needed to afford higher education. So the study explored that families sending their children to universities belonged to average socio-economic status. It also suggested that university education was affordable to the families with average socioeconomic status especially of public sector.

The study reveals that socio-economic status affects the educational choices. It leads to class disparity and also increases rate of dropouts. Parents in rural areas because of lack of access and low income cannot manage to send their children for getting education. Study also finds that large joint families, their cultural patterns and religious ideologies affect the education of children.

### **Education System in India**

Study analyzed the perception of respondents about the present education system in India. Findings indicate that education system in India is as an average education system and education system is not up to mark.

In analysis of education system in India, role of government, government school system, madrassa system of education, examination system, its role in students' economic security and role of religious scholar are rated low by the respondents. Syllabi, libraries, local text, teaching methods, higher education, research work and distance learning rated as an average by the respondents. Private school system and Cambridge based schooling lie in high category. It also suggests that private sector is working more efficiently in field of education than public sector.

### **Impacts of Privatization on Education Sector**

Private education sector has developed at large scale at all levels of education i.e. primary, secondary, and tertiary. The impacts of privatization of education on system are analyzed. It suggests that privatization of education has some extent positive impacts on education sector. Each category indicates average role. The findings suggest to some extent more positive impacts of privatization on education sector. There is need of more practical steps by both public and government sector for development of education sector.

On positive side study reveals that it is fulfilling the educational needs of one-third population of the country; it gives chance to large number of stream not able

to achieve merit for higher education. Study also reveals its negative impacts that self-finance is creating a bad attitude among students that they can buy it by money and thus education became expensive. It is giving no moral training to the students. It is creating educational disparity and increasing the quantity of educated unemployed.

### **Availability of Modern Educational Facilities to University Students**

The researcher analysed the perception of respondents about availability of modern educational facilities to university students in India. Study indicates that students are satisfied with the facilities available to them in universities. It also suggests that facilities are provided but the faulty system of examination and syllabus etc. should be focused by authorities to improve education system of India.

### **System of Education and Culture**

Present study states that India is in dire need of indigenous education system. All the policies, planning's and especially professional education should be home-grown. It is important for the development of country. Study also reveals that education based on culture provides purposeful education. In every society educational foundation lies in the cultural values so the education should be culturally sensitive education. Study also finds that education provided in India is adequate to sustain cultural values but it is not fulfilling the developmental needs, because low level of technical education, commercialization of education system and institution of media are creating gap between education, development and culture.

### **Different Education Systems**

Present study has found that there is huge difference between the students of different education systems, such as difference of way of thinking, life style, exposure and practical life skills. And the students from elite Cambridge based schools are having all these abilities better than the students of other education system. The most obvious differences are in personality but all systems of education are producing passive students with lecture based learning.

### **Curriculum**

Present study reveals that the curriculum offered is overburdened because it is irrelevant. Curriculum offers very low engagement of students and it is inconsistent with interest and career of students. It should be more open and flexible at primary level and interesting to attract and trap students. At school level it is important to learn and understand everything in initial stage to build an

## ***Education Systems of South Asia: A Study of Indian Education System***

educational foundation of child. Study states that the curriculum offered according to needs of students and modern time (functional, interesting, skillful, student friendly and very well planned. There is need of proper counseling of policy makers and curriculum development committee.

### **Examination (Assessment) System**

Present study reveals that present examination system in India is unsatisfactory. It assesses how much a student remembers from a book; to pass examination a student needs a good memory. Examination system is not challenging for student to enhance their thinking and analyzing ability. There is no criterion of accountability of teachers. Study also finds that corruption is the major issue in examination system. Moreover all students of different capacities are assessed by the same mean because of time constraint standard tool is adopted. But there should be some flexibility in this system. Problem cases should be identified by the teachers and treated according to their needs. Study finds examinations as an important motivation for students, if there will be no grade move will bother to attend the examination. This is one way of filtering successful students.

### **Single Education System**

Study finds that there India as a country is in need of one unified education system to promote national unity. Classified educational system in India is leading to inequality. To abolish this inequality there is need of unified system. Study suggested that with serious management, dedication of authorities' and by eliminating affordability issues class disparity in education could be eliminated.

### **Regional Disparity**

Present study explored that regional disparity phenomenon also exists in Indian education system. There is huge gap between the availability of infrastructure. Students of rural areas travel long distance to reach educational institutes but there is huge number of educational institutes in a city. The study finds that medium of instruction is also widening this gap, in some areas regional languages is used instead of national (Hindi) and official (English) languages. Some areas are ignored by government in provision of education facilities and infrastructure is not well developed. It is not matter of equality; it's about equity.

### **Major Reasons of Low Literacy Rate**

Present study reveals some major reason of low literacy rate, such as inefficient government and the policy makers, parents mistrust on education because of the bulk of educated unemployed population, poverty, multiple socio-economic and

cultural reasons such non-affordability, gender issues and division of education in different systems.

Study also finds major problems of education systems in South Asian countries such as insufficient allocation of educational funds/budget, law and order situation, apathy (no care for country), dishonesty, corruption, lack of political will and commitment, inconsistent policies, low quality of teachers training, negation of merit .

Study reveals that vulnerable geostrategic location of South Asian Region is also a factor; it is very sensitive and vulnerable to external threats because of the interest of big world powers.

## **Limitations**

There are many limitations involved in this study. Some of these limitations are following.

- The sample size is very small with religious and gender composition.
- The demographic characteristics of sample also limit the scope of study.
- Family members, political leaders and policy makers are not included.
- The current study cannot be generalized due to poor representation of different states.

## **Conclusion**

Education is taken very seriously in every region because it is directly related to the development. The educated nations are heading the others in every field because it secures the future generations. But unfortunately in South Asian countries, the picture is totally different. There are a plenty of students out of the schools out of those a majority of the children is involved in child labor. India is considered most stable economy as well as democracy of South Asia. Although the literacy rate of India is 74% that is not bad but still there are so many problems attached to education. The students who belong to high socio-economic families get education from the elite education and the poor students have a few opportunities in the regard of education. The privatization has also many negative and positive effects. The caste discrimination is also found in the educational institution of India. The religious and regional disparities are also prevailing their feathers in educational institution. So still there are many drawbacks found in Indian educational system that must be tackled.

## **References**

- (MoE), M. o. (2004). *National Report*. Ministry of Education Sri Lanka.
- (MoE), M. o. (2013). *Education first Sri Lanka*. Battaramulla: Policy & Planning Branch.
- (SAFED), S. A. (2011). *partnership for equity in education in South Asia: Prospects and Challenges*. Khatmandu: UNGEI.



## ***Education Systems of South Asia: A Study of Indian Education System***

- Albatch, P. G. (2009). The Giants awake: Higher education system in China and India. *Economic and Political Weekly*, 44(23), 39-51.
- Bray, M. (1996). Equity Issues in Local Resourcing of Education: Community Financing of Primary Schools in Bhutan. *International Review of Education*, 495-514.
- Chudgar, A., & Shafiq, M. N. (2010). Family, community and educational outcomes in South Asia. *UNESCO IBE prospects*, 517-534.
- Ganguly, A. (2013). Status of Indian Education-Present Trends and Past systems: Some reflection.
- Karpal, P. (1971). Modernization of education in South Asia: The search for Quality. *International review of education. vol.17, no. 2*, 138-150.
- Kaul, S. (2006). *Higher Education in India: Seizing the Opportunity*. New Delhi: ICIER (Indian Council for Research on International Economic relations) working paper No 179.
- Khalid. (2012). Education key to sustainable human development. *The News*.
- Lodge, G. (1910). Editorial: The function of Education. *The classicoal weekly*, 3(16), 121.
- MoE. (2013). *National Report*. Khatmandu: Ministry Of Education.
- Mubashar, A. (2013). *Education system in Muslim India (1206-1707 AD)*. Lahore: PhD thesis University of the punjab.
- (2004). *National report*. Ministry of education.
- (2007). *National report*. Banagladesh: UNESCO.
- Neuman, W. L. (2015). *Social Research Methods*. New Delhi: Dorling Kindersley.
- Niazi, D. L. (2002). *Development of an exemplary educational system for Pakistan*. Lahore: sang-e-meel publications.
- NRIC. (2006). *System of Education in India*. Nordic Recognition Information Centres.
- Ornstein, A. C. (1984). *An introduction to the foundations of education*. USA: Houghton Mifflin Company.
- Panunzio, C. (1939). *Major Social Institutions: An Introduction*. New York: The Macmillan Company.
- Ragunath, A. M. (2012). India's R&D: Reaching for the Top. *Science Magazine*, 307(5714). Retrieved from (<http://www.sciencemag.org/cgi/content/full/307/5714/1415>)
- Rao, D. T. (2000). *Education and Morality in India*. New Delhi: Kaveri books.
- Rao, V. (2010). *Education System*. Delhi: A P H publishing corporation.
- Report, N. (2004). *Development of Education*. Bangladesh: Ministry of Education.
- Saeed, M. (2007). Education system of Pakistan ad UK: Comparison in context to inter-provincial and inter Countries Reflection. *Bulliten of Education & Research*, 43-57.
- Shafiq-ur-Rehman. (2011). *Gender Inequality in Education*. [www.thenews.com](http://www.thenews.com). Retrieved from [www.thenews.com](http://www.thenews.com).
- Shah, D. (2003). *Decentralization in education system of Pakistan: Policies, Strategies*. Islamabad: UNESCO.
- Siddiqui, S. (2007). *Rethinking Education in Pakistan*. Karachi: Paramount Publishing Enterprise.
- Siddiqui, S. (2012). *Education, Inequalities, And Freedom*. Lahore, Pakistan: Narrative Publication.
- Ugyen, & Cokl, U. (2010). *Education system in Bhutan*. Commission for Development studies.
- UNESCO. (2003). *World Data on Education*. Bangkok: UNESCO.
- UNESCO. (2006). *World Data on Education*. UNESCO.
- UNESCO. (2008). *Secondary Education Regional Information Base: Country Profile Nepal*. Bangkok: UNESCO.
- UNESCO. (2009). *Asia and the Pacific Education for All (EFA) Mid-decade Aseesement South Asia*. Bangkok: UNESCO.
- UNESCO. (2011). *world Data On Education*.
- UNICEF. (2009). *Quality Primary Education in Bangladesh*. UNICEF.
- Weiner, & Noman. (1996). *The child state in India and Pakistan*. New Delhi: Oxford University press.

### **Biographical Note**

**Zubaida Zafar** is PhD Scholar at Centre for South Asian Studies, University of the Punjab, Lahore, Pakistan.

---