

Education System In India

by Ratan Singh | 146340008

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Ideation For Topic

This topic was concerned me for a long time since the time I was teacher. The implementation of mass promotion under RTE (Right to education act) has affected the quality of the education system. Not failing students up to 8th standard definitely increases the quantity of students studying in our schools but it has also resulted in the quality of education going down. Through the experience of being a educator I have had a first hand experience in this area and I have tried to presents these ideas in my project by being an unbiased observer.

Most 8th std students in State can't read class I Kannada book

Survey finds consistent decline in learning levels of rural children



NEW DELHI: In a shocking revelation, an annual report on education by Pratham, an NGO, has noted that 82.7 per cent students of class VII in rural Karnataka cannot read standard I level text in Kannada, while doing simple division and subtraction is not possible for more than half of them.

The sixth annual status of education report (ASER), released by the NGO, reveals for the first time that there has been a consistent decline in the learning levels of rural children since 2008, even after granting the Right to Education (RTE) Act coming into force in April, 2009.

The performance of those studying in government schools is worse, compared with those of private schools, where it comes to reading books, words and simple words, and doing simple addition and division in mathematics.

In 2010, the ASER noted 44.1 per cent of class II students in government schools were able to read standard I text. The number of such children, however, consistently declined in later years, except in 2012.

While 40.6 per cent of class II students were found to be able to read standard I level text in 2010, the percentage came down to 33.7 in 2012 and 36.7 in 2013, according to the report.

In private schools, about 50 per cent class II children were found to be able to read standard I level text. The percentage of such children in private schools came down to 43.4 in 2010, 43.8 in 2011, 42.3 in 2012 and 38.1 in 2013.

The ASER noted that 38.4 per cent students of class I, including those in private schools, could not read even letters in Kannada, a revelation that half of the total students assessed by the surveyers could read before last year.

In mathematics, only 32.0 per cent students of class VII could do division while 44.5 percent could solve questions on simple division, 54 per cent students of class VI students failed to recognise numbers from 1000, according to the report.

The report also noted there was no significant improvement in the arithmetic skills of elementary school children in most Karnataka in last few years. The performance of government school children was worse than those of private schools as far as simple subtraction and division were concerned.

In 2009, 38.2 per cent of class II students were able to solve simple questions on subtraction.

There was also a consistent decline in the number of children who could do simple division. Close to 22 per cent of class V students were able to solve questions of division in 2009 and the proportion came down to 16.2 per cent in 2013, the report said.

PH Photo Services

Deccan Herald, January 27, 2014, P. 5
(Learning Level- Rural children)

More students enrol after RTE

PUNE | NEW DELHI

In three years since the inception of the Right to Education (RTE), making school education free and mandatory for children aged six years to 14 years, statistics show that dropout rates have come down by about seven per cent in various categories, and about four per cent among the Scheduled Caste students. Enrollment figures have also gone up.

"Although a lot has been achieved in meeting the RTE parameters, much more ground needs to be covered," said Brinda Saroop, Additional Secretary, Elementary Education, HRD Ministry, who was speaking at the convention to assess the growth of RTE organised by N A I I O R A I Commission for Protection of Child Rights (NCPCLR) and UNICEF.

As against the target of 19.82 lakh teachers, 14.99 lakh have been recruited as of September 30, 2013, she said.

Saroop said 90 per cent of the schools across the country have toilet facilities while 85 per cent have drinking water supply. Additional classrooms have been also been added.

"Maharashtra and Madhya Pradesh have successfully implemented the 25 per cent reservation for students from the fringes of society in neighbourhood schools," she said. According to records with HRD Ministry, during 2013-14, 2,68,731 primary schools and 1,59,731 upper primary schools were sanctioned. Secretary (School Education and Literacy) in the HRD Ministry R Bhattacharya said 98 per cent of the habitation in the country has elementary schools as of today within 1 kilometre and 92 per cent have upper primary schools within three kilometre of their locations.

The Pioneer, January 15, 2014, P. 5
(RTE)

Effect of Mass Promotion In RTE (Right to Education Act)

Right to Education Act: Status of Implementation after 3 years

Posted on April 2, 2013



It appears that the RTE is ensuring right to schooling and not right to education. According to the Annual Status of Education Report (ASER), published by NGO Pratham, the RTE has improved the facilities, brought more kids to the school and increased number of toilets but has failed to provide them with right or quality education. This year's report has exposed the dismal status of schooling and basic learning in rural India. While school enrolment numbers have gone up (96.5% of all children in the 6-14 age group go to school) and school infrastructure has improved, attendance (in government schools) and the overall ability of children to read and do simple mathematical exercises have dipped in India's rural classrooms.

The survey also revealed that most children in primary schools today are at least three grades behind from where they should have been now and the situation appears worsening. For example, while half of the Class 5 children in government schools were able to read Class 2 texts in 2010, the number has gone down to 41.7% in 2012. Similarly, in 2012, around 50% of the Class-5 students were able to do a two digit subtraction as against 71% in 2010. In fact, barring Andhra Pradesh, Karnataka and Kerala, every state registered a drop in arithmetic learning levels. Only 30 per cent of class 3 students could read a class 1 text book in 2012, down from 50 per cent in 2008. The number of children in government schools who can correctly recognize numbers up to 100 has dropped to 50 per cent from 70 per cent over the last four years, with the real downward turn distinctly visible after 2010, the year RTE came into force.



The generally poor training and status of the primary school teachers, decline in classroom teaching and scrapping of exams and assessments are major factors for the decline in the quality of education. In the absence of the traditional annual examination (students cannot be detained in the same class up to class VIII) the student's poor learning cannot be detected until class IX. The ASER report also claims that primary school outcomes have deteriorated since the RTE Act came into force in 2010. It is also found that children in private schools seem to be doing better academically than their counterparts in government schools. The study also showed that students from government schools across states tend to go for private tuition classes more than their counterparts in private schools, underlining again the absence of quality education in government schools.

Although some of the infrastructural parameters under the RTE Act have improved, it's far from where it should

be. For instance, 27% of all schools visited had no drinking water facility in 2012, proportion of schools with useable toilets is only 56.5% and mid-day-meal was served in 87% of the schools. The desired student-teacher ratio is missing in nearly 60% of the schools across India.

On the healthy side, quality has been found to improve whenever the community as a whole has been involved and village representatives have a say in teacher recruitment, monitoring and accountability. Hence, involvement is the key to the issue of quality.

Poor quality of government run schools is encouraging migration to private schools where enrollment has risen from 18.7% in 2006 to 28.3% in 2012. If the trend continues, then by 2018, India may have 50% children in private schools. It means they have to pay for their own education even in primary level. In fact, more than 40 percent of the children in Jammu and Kashmir, Punjab, Haryana, Rajasthan, Uttar Pradesh, Goa and Meghalaya were already enrolled in private schools. In Kerala and Manipur, the figure was even more than 60 percent. The irony is that most of the government schools not only have better infrastructure but better paid teachers compared to the many small private schools. Private schools have proved to be better than government schools because of higher level of commitment of teachers, though government school teachers are more competent generally but indifferent to teaching.

About a quarter of elementary school children in rural areas take private tuitions. The report also said that tuition-going students were much clearer with their arithmetic concepts. Whether enrolled in government school or private school, children receiving this addition support have better learning outcomes than those who do not. It also said that in 2012, of all the children enrolled in standard I to VIII, close to 45 per cent were going to private schools or taking to private tuitions.

For overall improvement in the quality of education, the qualities of teacher training, infrastructure, teaching resources and community involvement in ensuring teacher and school accountability must go hand in hand.

In Chhattisgarh and Madhya Pradesh, adivasi children need special attention: both their enrollment and dropout rates are rather high. Naxal violence is another factor that causes internal migration and lower school enrollments. In Rajasthan, dropout rate of girls in the age group 11-14 years is a cause for concern.

Two Major Trends

The ASER report reveals two major findings which are not very flattering for the right to education movement in India and universalization of education.

A. Poor quality of education



In 2008, only about 50 percent of Standard 3 students could read a Standard 1 text, but by 2012, it declined to 30 percent – a fall of 16 percent. About 50 percent of the Std 3 kids cannot even correctly recognize digits up to 100, where as they are supposed to learn two digit subtraction. In 2008, about 70 percent of the kids could do this.

Not only that the country is unable to improve the learning skills of half its primary school children in the last four years, it has fallen to alarming lows. Similar deterioration in standards of

Teacher's Interview

Question for interview

- 1) There are few problems, in our education system; as a teacher what do you about these problems & their solution?

- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education; according to you what is the main problem?

- 3) How can we improve our education system to provide better education? Our education system is creating a rat race; what do you think about that?

- 4) Specialization of education should be after 8th standard; I mean, if child is interested in game, cooking, drawing etc. Than why he/she should have to study further subjects?

- 5) An NGO survey found that 58% of 3rd standard student are not able to read properly class 1st standard text book & large no of student of class 5th standard student are not able to read class 3rd standard text book; don't you think due to mass promotion our quality of education is going down?

- 6) If you get a chance to change our education system, which type of changes you will do first?

- 7) We are working on project 'gamification of education' do you think it will work or not?

- 8) Do you have any idea about any educational games which is related to your subject?

- 9) Which type of education game you use to teach your children?

- 10) How does repeating a class effect the life of the student?

- 11) Is promoting an undeserving student a right decision?

1- As a teacher firstly I would try to know the inherent talent or qualities of individual. If there is any learning disorder or psychological problem observed, proper measures can be taken to solve these problem.

2- Since our education system is not skill based and best crammers are rewarded by the system. More number of students in a class. Education should be free from politicization and reservation. And they should be able to get a global outlook. Along with the other subjects, there should be a vocational subject or course like craft, technician, cooking, carpentry etc. which enables a citizen to become self-dependent.

3- Our education system can be improved by making class interactive in higher class and set syllabus for same. The number of students upto fixed standard should not exceed ten, so that individual care can be taken for making them able to read and write.

4- I fully agree for the idea that specialization of education should be after 8th standard in either science. The other subjects should be kept as activity based.

5- It is not due to mass promotion, it is due to lack of quality education before joining a school, a teacher should be properly trained by institutions.

Care should be taken by the teacher in such a way that by the end of first standard every student must read and write.

6- If I get a chance to change our education system I would like to decrease the number of students upto fixed standard & only two test books of two languages, one of mother tongue and another in English, by the end of the first standard the student must be able to read and write.

7- If economic & socialization of education will work out, since games will involve virtual reality, these strategies can be applied well in learning environment, where learning may take place over long period of time. By understanding science behind games, the coach that explains how players are motivated, that's when one can really create effective learning tools and engaging experiences.

8- Games can be made of molecular level chemistry which is difficult to understand.

9) Some simulated CO2 models etc.

10) By repeating in the same class, students will be much disturbed psychologically, they feel demotivated.

11) According to behaviourist psychology, no students must be repeated in the same class, it is the ability of teacher and parents at least to make him to pass.

Mr. Anandhan A. Mullu
PET - the history.

1. Identifying Inherent talent or qualities of individual child

2. Not skill based education

- 1) Nearly 50% of education system is not maintained properly, as a teacher we can only request or suggest education department to have a serious control over it.
- 2) The curriculum framed by the NCERT is not fulfilling needs to make our students enterpreneur.
- 3) To improve our education system, we should follow modern techniques like edutech in teaching.
- 4) Specialisation of education can be after 12th also.
- 5) A class should have limited number of students so a teacher can give individual attention to solve this problem.
- 6) I follow the education system like Finland.
- 7) No idea about this.
- 8) As my subject is EVS there are many games which can be used.
- 9) Puzzles, Riddles, etc.
- 10) For average students it enriches their knowledge and for intelligent students it's boring.

11) No, I will not promote an undeserving student.

Mrs Jayshree
PRT
K.V. Brjapur

G.B. MATHUR
TGT- ENGLISH
K.V. Brjapur

- 1) There are the students in our education system, as a teacher what do you think these students & their studies?
- 2) We want our child to read our students' responses? Why they have to search for a job after completing their higher education, according to you what is the main problem?
- 3) How can we improve our education system to provide better education? Our education system is providing a lot more what do you think about that?
- 4) Specialisation of education should be after 12th standard. Reason, if child is interested in game, coding, drawing etc. "Then why teachers should have to study further subjects?" Yes.
- 5) An NCT survey found that 10% of 12th standard students are not able to read properly. 20% students have weak & large no. of students of class 12th standard students are not able to read class 12th standard text book. Don't you think due to these pressure the quality of education is going down?
- 6) If you get a chance to change our education system, what type of change you will do?
- 7) Do you think we should have more subjects in our curriculum?
- 8) Do you think we should have more subjects in our curriculum?
- 9) Do you think we should have more subjects in our curriculum?
- 10) Do you think we should have more subjects in our curriculum?
- 11) Do you think we should have more subjects in our curriculum?
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- 18) Do you think we should have more subjects in our curriculum?
- 19) Do you think we should have more subjects in our curriculum?
- 20) Do you think we should have more subjects in our curriculum?

Answers of question No

- 1) We face as few problems in our education system such as:
1. Promoting understanding students to read class.
 2. grading system.
- Solution -> Each student should be given more attention and to help them to achieve minimum level of learning even when they are not able to obtain that level then they should not be promoted as they should understand importance of education.
- 2) Marking system should be there as child must understand and know importance of things more.
- 3) According to me problems are:
- 1) Scarcity of students and competition level is so high.
 - 2) State govt are not providing plenty of opportunities for the students.
 - 3) In some students lack of quality.
- 4) As it is well important policy of every manufacturing company to promote quality product. In the same way why it should not in education. We should also promote only quality products about.
- 5) As English is global language and Hindi is national and basic maths is needed in all commercial fields so each child should become competent to comprehend in English and Hindi and in basic maths along with their specialization.

- 6) We have to more promote our quality of education to young class as some children are not achieving well.
- 7) Quality of primary education that means for children to have more focus reading and writing of language and learning with motivation. Quality should be focused on each.
- 8) No, it will not work in all cases.
- 9) We have to lot of game according to subject.
- 10) Promoting & subject and content.
- 11) It will not affect but child should know that marks why should be reported.
- 12) No, not at all.

Question for interview

JANB

- 1) There are two problems in our education system as a teacher what do you think these problems & their solution?
 - The CCB pattern is not good for students as they learn that they can't find upto 50% and run in panic
- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education according to you what is the main problem?
 - Actually our gov. are only getting degrees they are not getting the proper education due to the fast system
- 3) How can we improve our education system to provide better education? Our education system is creating a lot more what do you think about that?
 - By restoring the previous edu system and have board exam & work in class till 10 & 12
- 4) Specialization of education should be after 10th standard? I mean if child is interested in general, cooking, drawing etc. Then any focus should have to study further subjects?
 - For the present - every specific field students need to study even after 10th standard so that they should not feel any problem in future
- 5) An NDC survey found that 85% of 10th standard students are not able to read properly class 11th standard text book & 80% of 10th standard students are not able to read class 11th standard text book, don't you think that to make provision for quality of education is going down?
 - yes, the given statement is true
- 6) If you get a chance to change our education system, which type of changes you will do first?
 - By having board exams and removing CCB pattern
- 7) We are working on project 'generalization of education' do you think it will work or not?
 - Can but it needs some improvement
- 8) Do you have any idea about any educational games which is related to your subject?
 - yes
- 9) Which type of education game you use to teach your children?
 - Having diff activities related to general and chap
- 10) How does rewarding a class affect the life of the student?
 - No, it leaves the negative effect on the students
- 11) Is promoting an understanding a right decision?
 -

Question for interview

- 1) There are two problems in our education system as a teacher what do you think these problems & their solution?
 - Am the problems which surely they mention today's education system does not give students any freedom they are given only responsibility & they are not able to think & create their own ideas. It is creating a lot more what do you think about that?
- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education according to you what is the main problem?
 - Am the CCB pattern, every child is pressured by the school when they are in class 10 they should not depend on the school, they should be able to think & create their own ideas. It is creating a lot more what do you think about that?
- 3) How can we improve our education system to provide better education? Our education system is creating a lot more what do you think about that?
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 - Yes, our quality of education is going down
- 6) If you get a chance to change our education system, which type of changes you will do first?
 - By having board exams and removing CCB pattern
- 7) We are working on project 'generalization of education' do you think it will work or not?
 - Only at primary stage not later
- 8) Do you have any idea about any educational games which is related to your subject?
 - No
- 9) Which type of education game you use to teach your children?
 - In Accordance to B. Studies, this system can't be followed
- 10) How does rewarding a class affect the life of the student?
 - I am not finding any significant effect on the students who expect class 11, rather than for they become
- 11) Is promoting an understanding a right decision?
 - No, it is a wrong decision

Question for interview

JANB

- 1) There are two problems in our education system as a teacher what do you think these problems & their solution?
 - The education is not good for students
 - Political system is not decided by stakeholders
 - CCB is not good for students
- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education according to you what is the main problem?
 - Due to lack of vocational courses, more important should be given to vocational courses in jobs
- 3) How can we improve our education system to provide better education? Our education system is creating a lot more what do you think about that?
 - Education should be board exam oriented
- 4) Specialization of education should be after 10th standard? I mean if child is interested in general, cooking, drawing etc. Then any focus should have to study further subjects?
 - No I do agree
- 5) An NDC survey found that 85% of 10th standard students are not able to read properly class 11th standard text book & 80% of 10th standard students are not able to read class 11th standard text book, don't you think that to make provision for quality of education is going down?
 - Yes, the class strength should be reduced
 - NO Govt. and teaching competency should be developed in children
- 6) If you get a chance to change our education system, which type of changes you will do first?
 - By having board exams and removing CCB pattern
- 7) We are working on project 'generalization of education' do you think it will work or not?
 - It all depends upon the survey. Because most of the things are decided by simple survey, debate and discussion. This is not conducted properly. It is not fair in giving grades in all cities.
- 8) Do you have any idea about any educational games which is related to your subject?
 - In Biology we can have game of Rediger analysis
- 9) Which type of education game you use to teach your children?
 - Depending upon the topics being covered in the classes
- 10) How does rewarding a class affect the life of the student?
 - It is psychologically the child is demotivated
 - The real group effort
- 11) Is promoting an understanding a right decision?
 - No. It is injurious to others as well as to the child abnormally

Vocational course
 Mass promotion should be stop
 Reward creativity, original thinking, research and innovation
 Re-define the purpose of the education system

History of Indian education

- Education in ancient India began around the 3rd century B.C with elements of religious training and impart of traditional knowledge.
- in ancient India, during the **vedic period** from about 1500 BC to 600 BC, most education was based on the Veda and later Hindu texts and scriptures.
- The **muslim education system** established the elementary and secondary schools .
- primary schools called maktabas were established and reading writing and basic Islamic prayers were taught.
- Secondary schools called Madrasas taught advanced language skills .

Education in Modern India

- The educational system which the British introduced teaching of English language was given greater emphasis and the study of languages like Arabic ,Persian and Sanskrit were left to individual efforts .

OBJECTIVES

- The English introduced modern education
- To reduce the expenditure on administration
- To encourage the study of English language
- To expand market for English goods
- To spread Christianity
- According to Lord Macaulay after receiving modern education Indians would remain Indians only in their colour while their interests, ideas ,morals and Intelligence.

Skill Oriented Education

- **Navnirmiti** was born in the mass science popularization campaign of the total solar eclipse of 1995. The surplus from the production and sale of low cost, high quality solar filters was the seed fund for registering the Navnirmiti Trust with the objectives of
- Promoting scientific approach and rational thinking
- Universalization of quality math and science education
- Providing viable decent employment, especially to women
- Self reliance as a mode of existence
- Promoting the values of the Indian constitution

LCCWA (logic centre and community welfare association)

Founded by ex.IIT professors, it is a registered ngo that works towards providing free quality education to children from the slums.

Barefoot College

This organization is working in the fields of education, skill development, health, drinking water, women empowerment and electrification through solar power for the upliftment of rural people. They teach student who are school/college drop out or illiterate people and make them entrepreneur.

A belief that there is a difference between Literacy and Education.

The Barefoot College believes that 'literacy' is what one acquires in school, but 'education' is what one gains from family, traditions, culture, environment and personal experiences. Both are important for individual growth. At the College, everyone is considered an education resource, the teacher as well as the student and the literate as well as illiterate. Therefore, the Barefoot College is a radical departure from the traditional concept of a 'college

Story Development

Concept 1

My story is about two different kids, one of them is a school dropout and another one is getting education from a regular school. The dropout student goes to pursue skill based education and there he finds difference between two education systems.

It may be related to fantasy where a Genie or a parrot is going to tell a story or they may see future.

Concept 2

This is a story about a girl, Rani who did not perform well in her exams, so she has to leave her school and go back to her village, to live with her grandmother.

One night her grandma was weaving a sweater. Due to heavy storm, the kerosene lamp under which her grandmother was working, falls and breaks down.

She nearly saves herself from burning in flames. The incident made Rani scared. She spends that night with her grandmother in complete darkness

In the morning she decides that she will do something about it. So, she inquires about a neighboring school, which provides skill based education for school dropout students. She was surprised that such a school exists.

She decides that day only that she will go to that particular school and will learn to make a solar lamp.

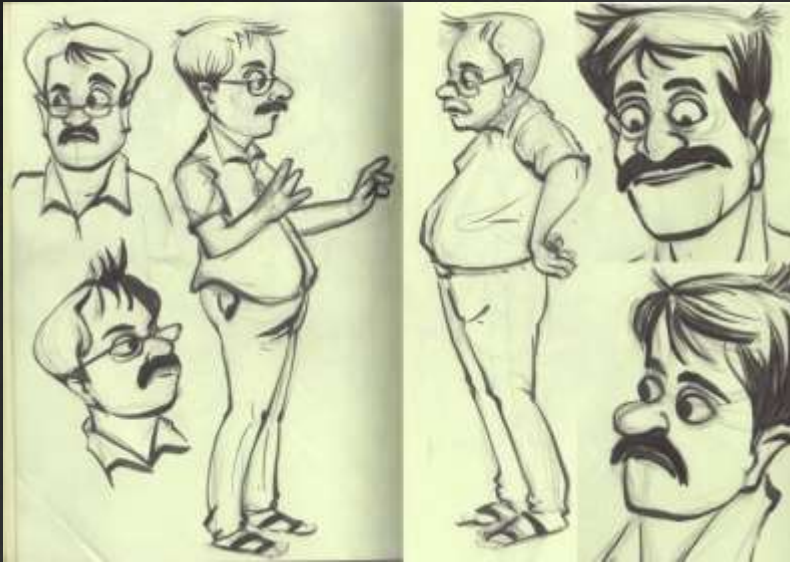
Initial concept and sketch

Character Explorations for Shubham





Character Explorations for Shubham's father



Character Explorations for teacher



Story Boarding

Title _____

Scene 01

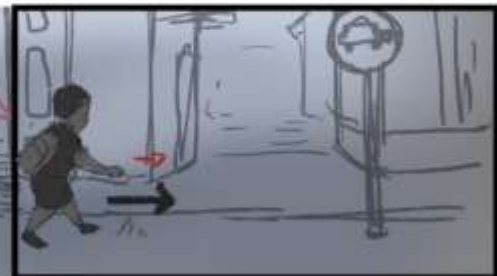
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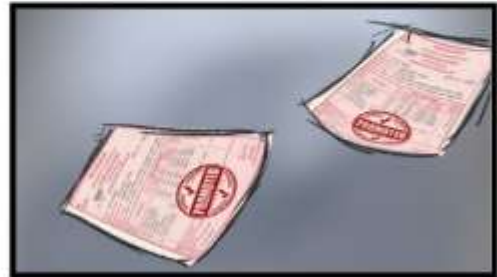
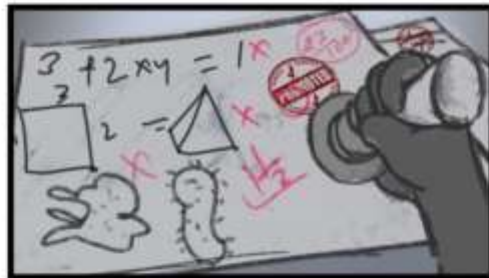
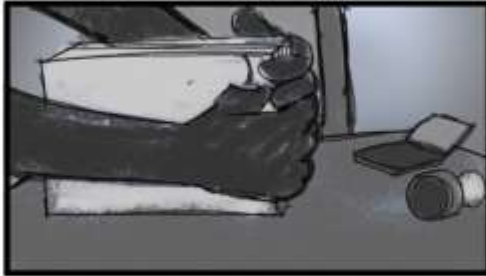
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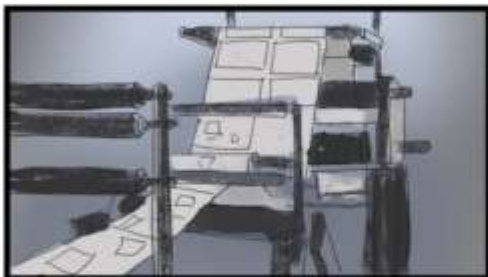
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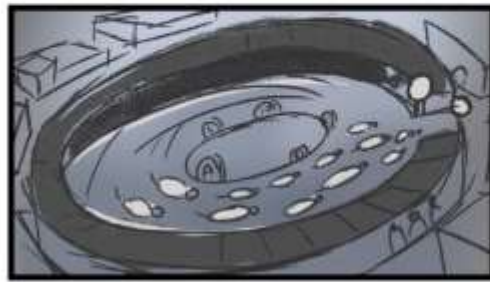
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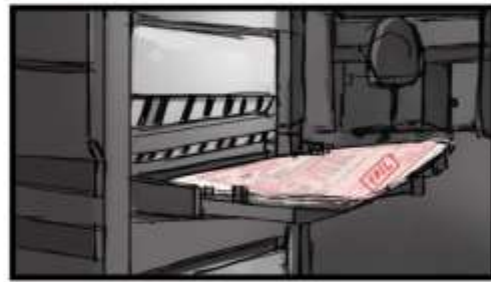
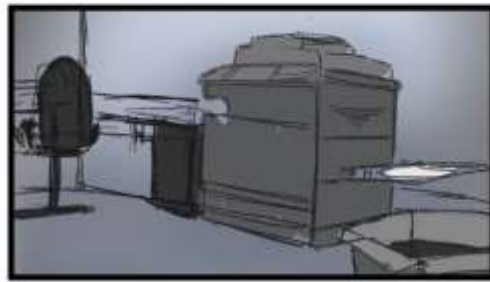
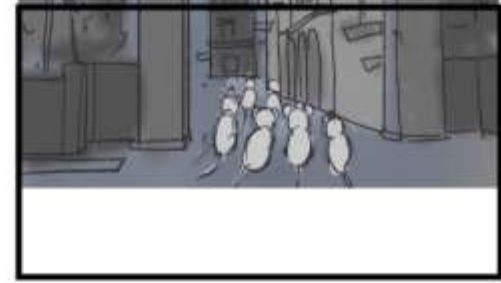
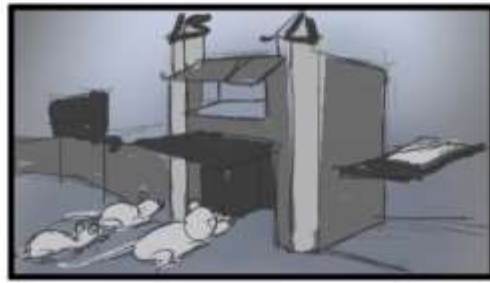
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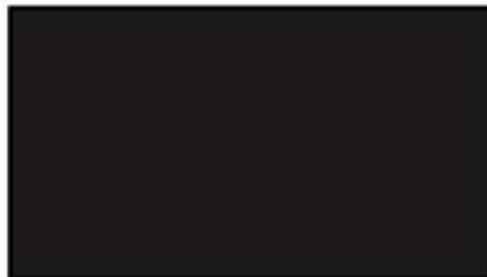
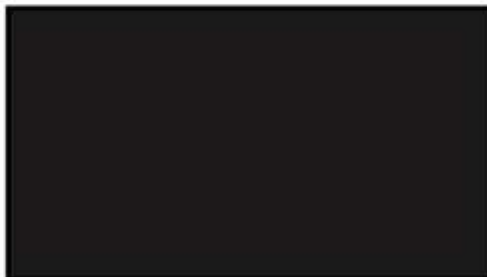
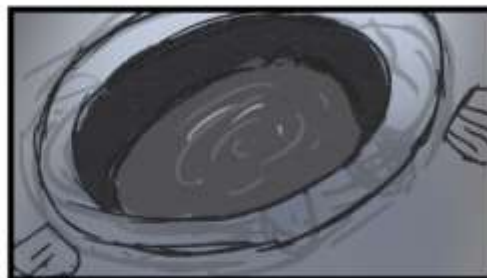
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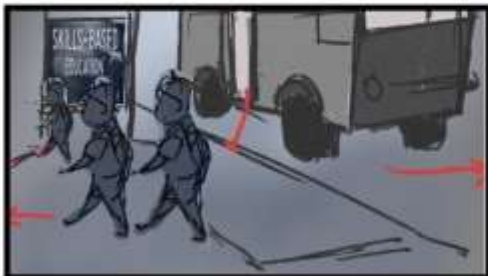
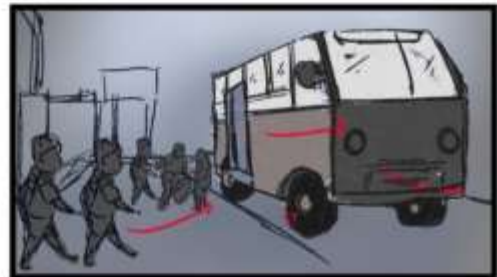
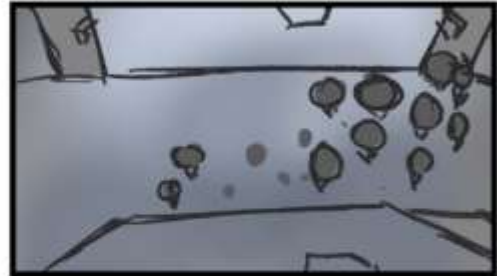
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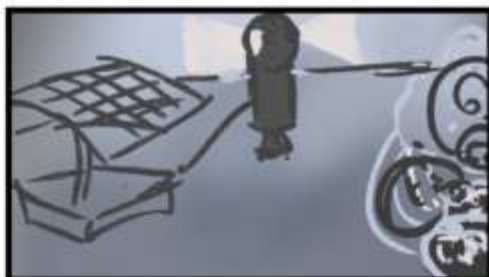
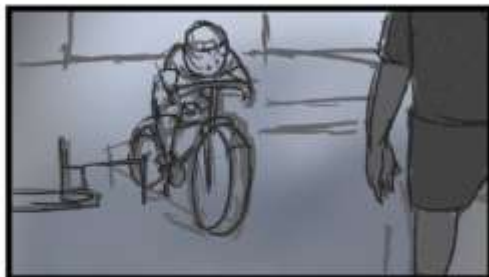
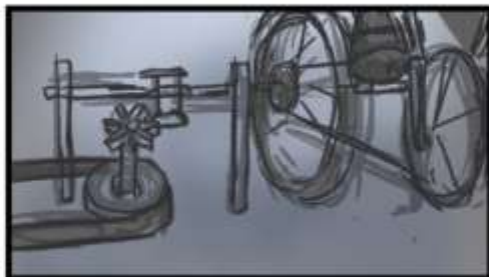
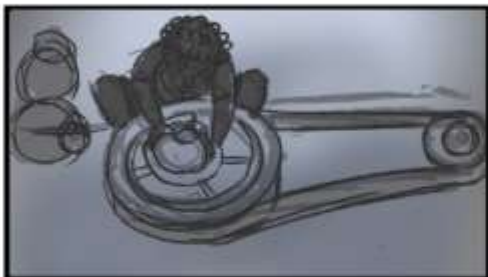
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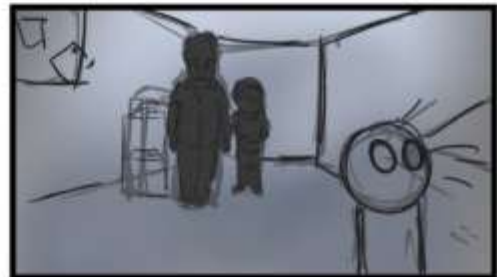
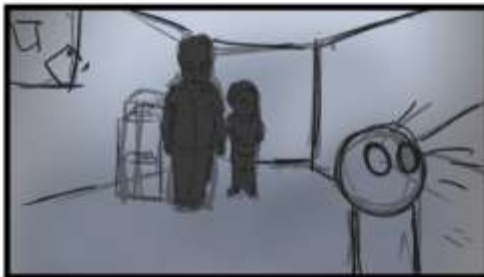
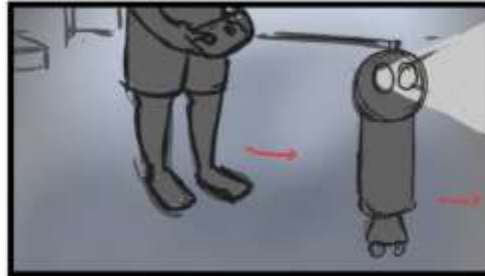
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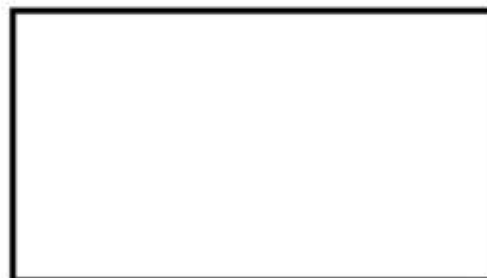
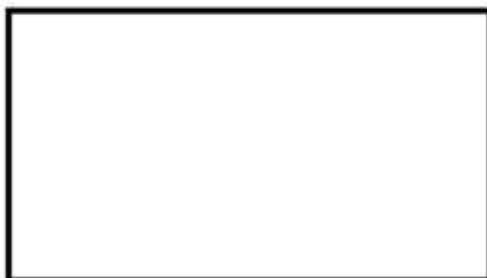
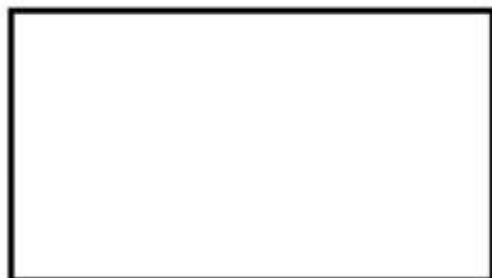
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Post – production

P2 feedback

Character design

Shubham



Father



Rat

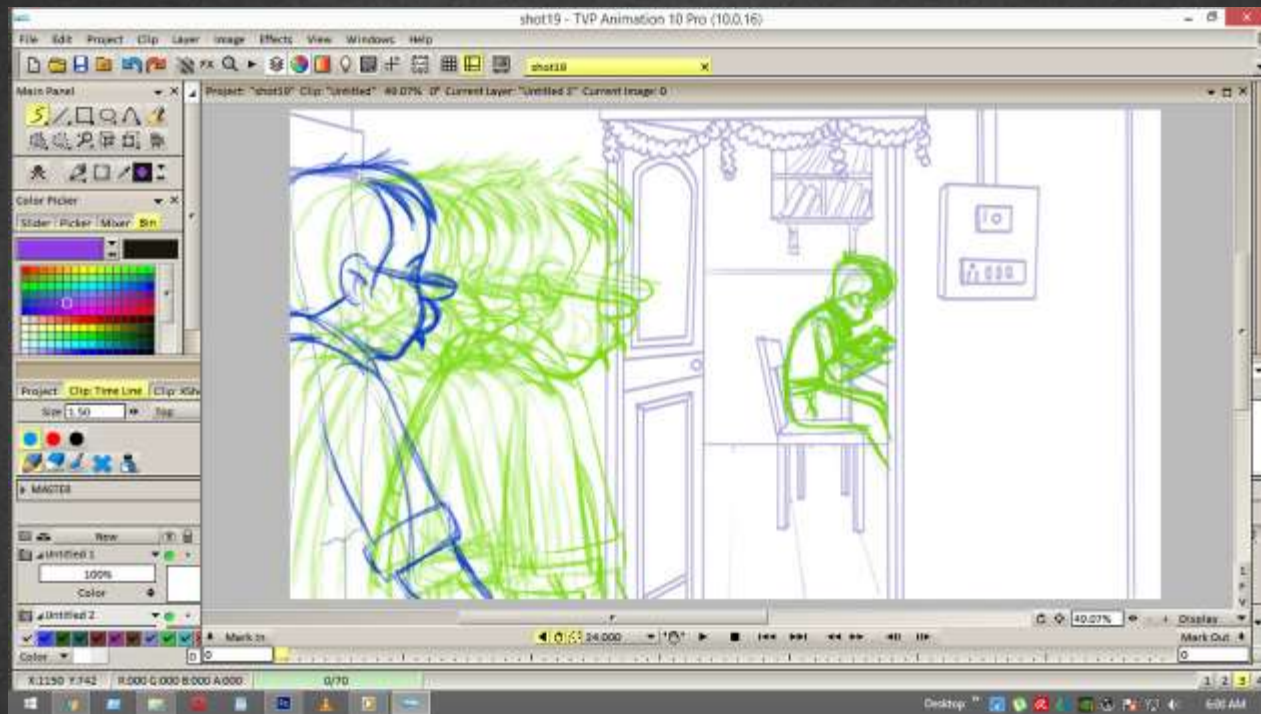
Concept art





Animation method

In beginning of my film production I tried some 2d animation software like adobflash, Toonboom . But this software didn't give me that traditional feel of animation like pencil on paper so I have chosen TVpaint software. Which give same effect without losing quality of animation.



Thank you !