

# Indian Education System

**Team Placeholder**  
Avinash Krishna Medhavi

less and option knowledge?

# Case Studies

## Indian Education System

Screen evaluations

Access

Enrolment

Gender

Faculty

Right to Education

Equitable access to schools

Increase in private education/tuitions

beneficial for advantag

Even after enrolment, is learning happening effectively

rigid structure allows children to fall behind

flat learning trajectories

difficult to pick up concepts later on

"only about half of India's children have attained the level in reading or arithmetic expected after two or three years"

Vicious cycles- parents not educated

learning embedded in homes

schooling not equal to learning

vast curriculum

teachers oft don't have t to provide a

assessment

Access to teachers

Less exposure to careers in other fields

Difficult to switch from commerce to science in college

Pressure of scoring well

lacking resources for students who need it

Parental pressure

Forcing choices

Pressure of fitting in

Students

Parents

Teachers

Admin

Policy makers/govt

Institutes offering higher education?

Job market?

stakeholders

Social responsibility

Literacy does not equal progressivism

Interpersonal relations

Different boards

CBSE

ICSE

IB

State

College

Diploma programmes

Rapid shift in pace from 10th to 11th

Industry training

Govt Polytechnics and subsidized fees

Short term training programs and drives

Polytechnic Statistics

Parents vs students

Students vs students

Working in teams

teachers vs students

teachers vs admin

Tuitions

Exam Coaching

Coaching Institutes

IITJEE, SAT

Arts and Design

NEET

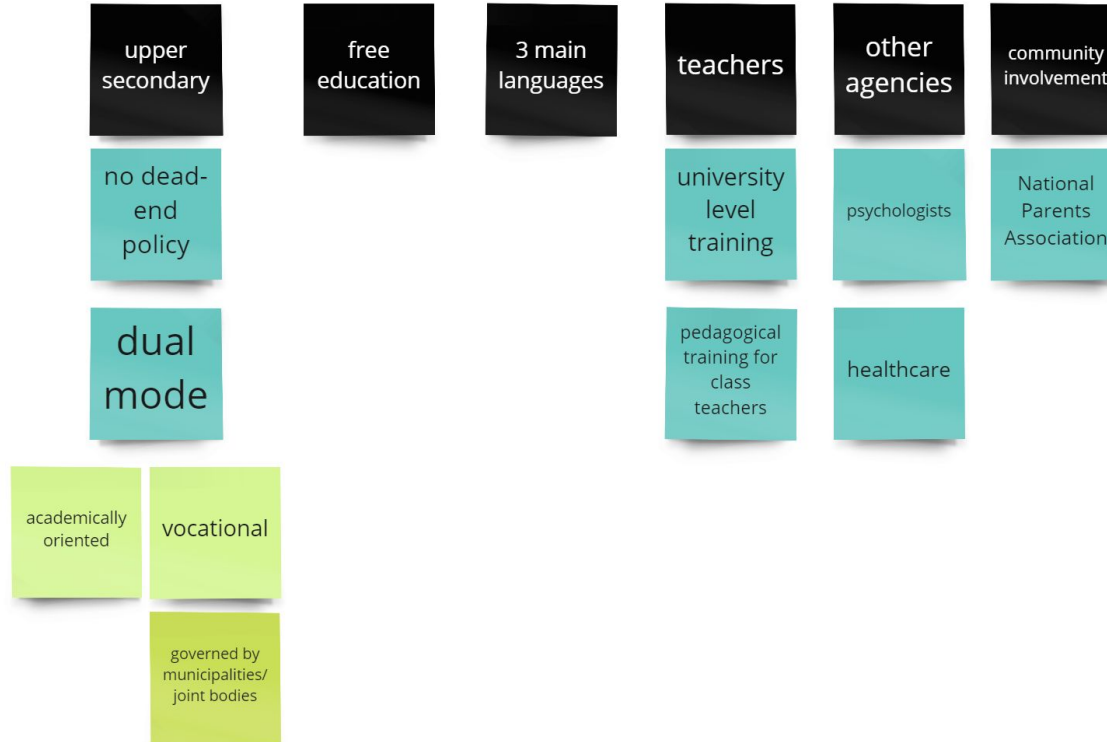
IELTS, TOEFL etc

UPSC

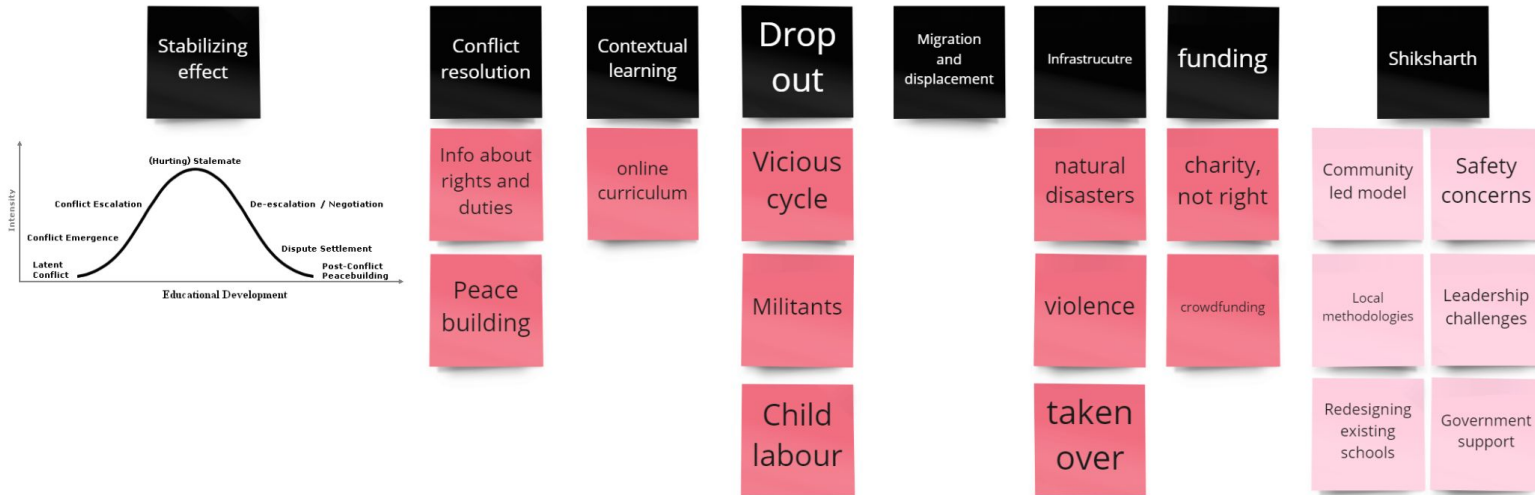
CAT

CA

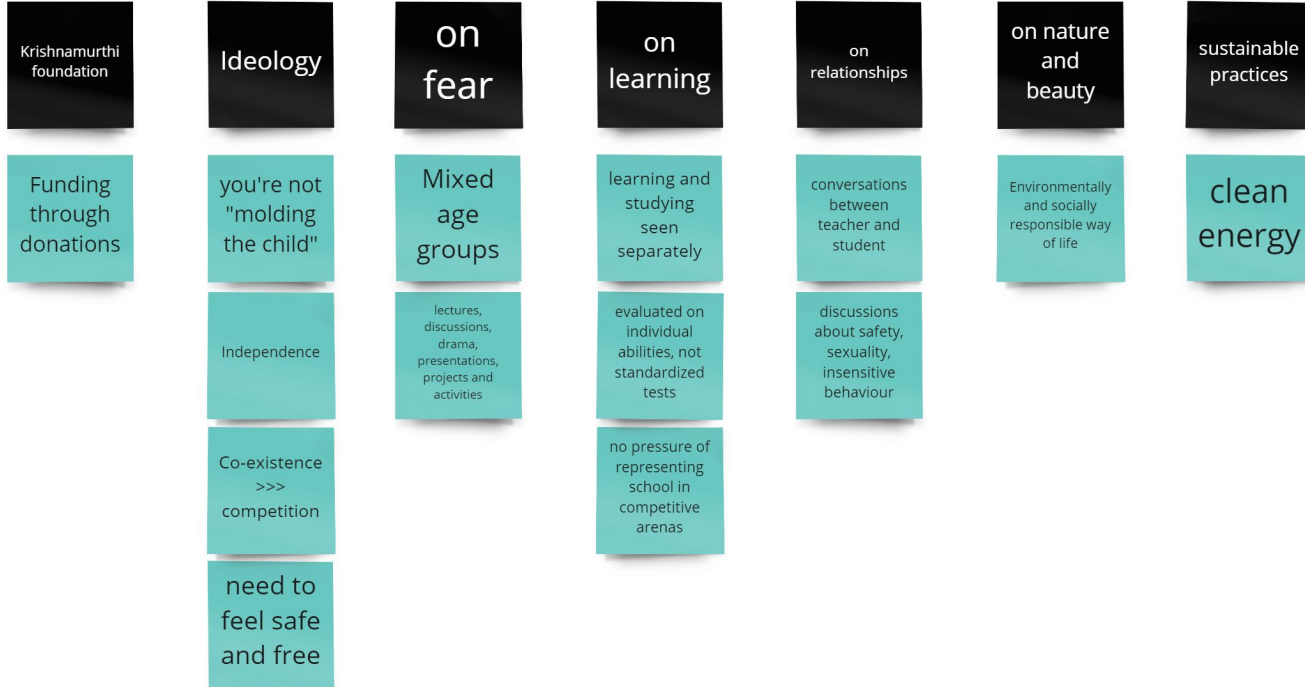
# Finland Education system



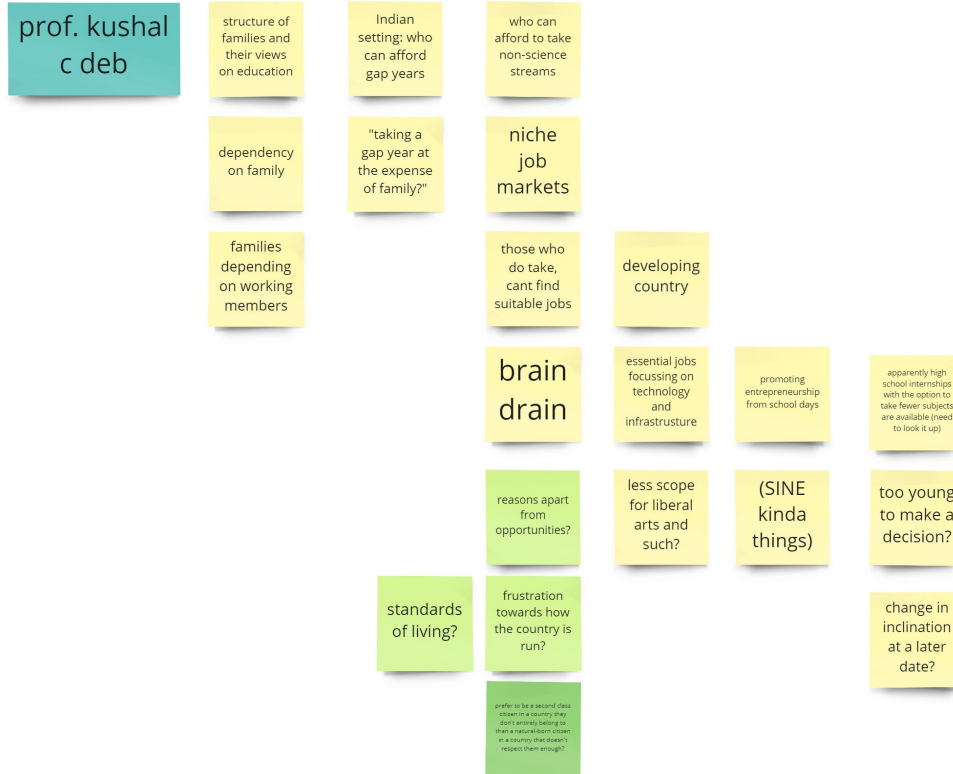
# Education in Conflict Zones



# The School (Krishnamurthi Foundation India)



# Education in a developing country



less and option knowledge?

# NEP 2020

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# Pros

They have  
a good aim  
for  
inclusion

5+3+3+4  
gives more  
structure

National  
professional  
standards puts  
more  
standardization  
and accountability in  
place

More focus on  
facilitating  
online platforms  
to help students  
study

Special day  
time  
boarding  
schools

Multidisciplinary  
college  
education

Same  
accreditation  
standards for  
private and  
public schooling



# Cons

Fails to account for underprivileged classes as much as it should

Difficult to execute  
- probably possible only on paper

Budget  
Problem with economy falling

Mother tongue as a medium for primary school students poses many problems

Hands on learning is harder to assess in form of exams

No policies in place for special needs students

Shortage of teachers and infrastructure

Less exams on a primary level might not let younger kids to adapt to test taking

Reservation policies for foreign colleges needs to be thought of

# Auto-ethnography

## Metro City CBSE

Emphasis on education was draining, needed some more space to explore arts and sports

Facilities to explore different areas of interest were not great

Information about possible careers after school and college was not great

Commerce and arts were seen as inferior streams

Had well qualified teachers but some of them made kids need therapy

Competition between students was too much

Emphasis on 2nd and 3rd language was not to learn but to do well in exams

Transition from 10th to 11th was difficult

## Integrated Coaching + school

Sports and arts were non existent

Teachers only care about top rankers and ignored every one else

Admin staff was too nosy about kids personal lives

Hours of studying required from students were too much

Pace was too fast, they used to skip topics if they deemed it "too easy"

## Parents

Worried about streams, college, careers etc

Thought science was a better stream because commerce narrowed down opportunities too fast

Schooling  
in UAE

Indian  
school  
(CBSE)

Indian  
diaspora

English

Language:  
Malayalam even  
though it was a  
english medium  
school

Heterogeneity

Homogeneity

Competitions/  
Extra-  
curricular

Mixed  
pedagogy  
to appease  
KHDA

Different  
curricula,  
nationalities

Some  
amount of  
self  
learning

Coaching  
thus, less  
on extra  
curricular

Career  
counselling

College  
fairs

Inclination  
towards  
science  
(parents,  
teachers)

Encouraged  
parent  
involvement

(personal)  
Parents not  
overly  
involved

Trusted and  
expected me  
to manage by  
myself

Apprehensive  
about non-  
science

Culture of  
moving to  
India for  
11th, 12th

Corporate  
culture in  
school

Non-  
metro  
city

Restricted  
exposure  
to diverse  
streams.

Luxury to  
pursue but  
afraid of  
limited scope

Field and  
associated  
stigma

Lack of  
seriousness  
towards non-  
academic  
problems faced  
by students

The selection of  
curriculum was  
based more on  
reputation of  
school

Results  
produced

Varying  
participation  
from  
parents

Parents without  
education expect  
performance but  
not much active  
participation

Expect schools to be  
self-sufficient and  
providing as the  
quality of education  
is well off. Hence  
limited by the  
school's limitations

Willing to take  
gap years to  
repeat  
entrance  
exams

Aspirations  
for med and  
the situation  
of NEET

Difficulty  
finding good  
teachers,  
especially for  
rarer subjects

Career guidance  
is welcome, but  
they don't go in  
search or pay  
for it

The management  
puts in effort, but  
the efforts are  
limited by the  
knowledge and  
experience they  
have.

Narrow  
options for  
admission

Even entrance  
exams aren't  
considered as  
a necessary  
path

Going with just  
board exams  
and the  
limited options  
within

Not aware  
of all the  
options in  
hand

At  
secondary  
level, gender  
equality is

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# Next Steps

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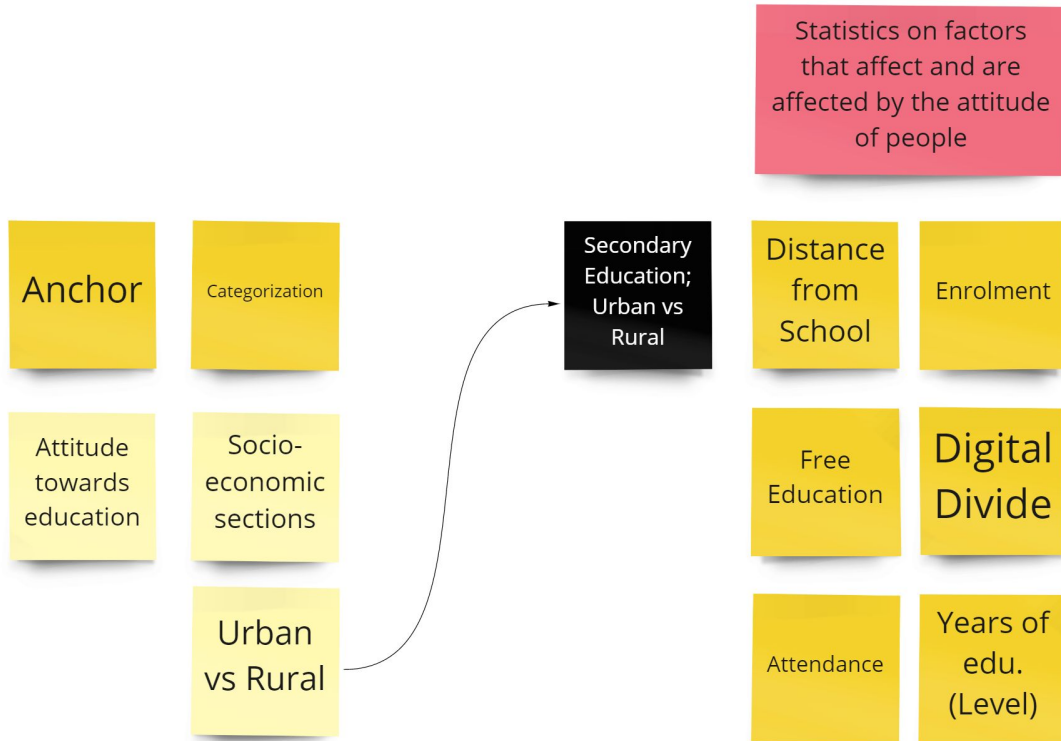
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## Next Steps

- Focussing on the urban sector
- Mapping out and detailing problems areas
- Identifying and prioritising problems





Thank You