

To Analyze the Factors Responsible for Low Education Rank of India Globally

Sushila kumari

Research Student and Teacher, Post Graduate Diploma in Higher Education, IGNOU, Pune, Maharashtra, INDIA

Abstract- *Universities around the world are ranked based on the quality of education . India stands at 33rd rank according to the 2020 survey. Although it is sad to see India not even in the top 10 list, there is a progressive growth in education in India. In 2018, it stood at 40th rank and in 2019 it stood at 35th. Though the progress is slow, this consecutive change proves that India is trying to push itself up and stand among the greatest. Being one of the largely populated countries in the world, India sends out millions of students for higher education. It is not that India does not have universities for students, they have excellent resources and technology. Some universities often give admission to those that pay huge amounts to get into those universities. Most of these universities have those students who are not hard workers but who have money to spend. These universities often carry a bad reputation.*

Index Terms- *Global rank of India and factors for low rank.*

I. INTRODUCTION

As the world enters into the third decade of the 21st century, it shows developing the technological advancement around the globe. There are innovations were introduced by the genius of youth around the world and the way for next generations. These advancements can be seen in education field. Education has changed from the typical classroom blackboard system to improved system technological integration. Learning outside the classroom, working groups for mini and major projects, using digital services or tools to self learn. Students do not have to wait for a long time to get admission into any college now that education is available anytime and anywhere.

II. REVIEW OF LITERATURE

Curriculum and instruction must focus on teaching techniques that employ best practices and emphasize a broad swath of knowledge and

skills reflecting the diverse cultural backgrounds of students [1] (Hoffmann, 2017). Thus, a modern, world-class curriculum must be developed that will inspire and challenge all learners and prepare them for the future [2] (Waters, 2009). Use of specific strategies and tactics to resolve these issues is essential. First, teachers must get to know each of their students as individuals and receive training on the use of culturally responsive instructional techniques. Second, schools must develop cultures, structures, and programs that support diverse students, staff, and faculty and need to develop activities and curricula that provide opportunities to learn about cultural diversity, race, ethnicity, and gender (Nasseh, 2000). Regardless of culture, national origin, or level of English fluency, no student should feel isolated; teachers must be committed to the principle that all students have the right to be engaged in their education and to receive a high quality education. As Nasseh (2000) wrote, schools should “develop processes and programs that encourage diversity and develop a sense of respect, understanding, and responsibility among students” while providing different aspects of educational programs with a multicultural orientation and universal values.

III. OBJECTIVES OF THE STUDY

- To provide a comprehensive understanding of the factors responsible for low education ranks globally.
- Understanding the core deficiencies helps pinpoint where students and institutions are underperform compared to global standards.

The factors are as follows:

- Socioeconomic

The economy also plays a vital role in the improvement of the education system. When the country as a whole makes barely enough for its citizens to survive, it does not have luxury to

spend the money into research and development. When the whole country puts its focus on just survival, the education system focuses on creating students with skills to survive. When the country plans and works towards becoming a global leader, the finance of the country has a place for innovation and technological advancement. The top universities of the country become famous for creating students who do not think about survival but to achieve much more. With these universities, the education system jumps higher into the best ranks and competes with the greatest.

India's education system is still hopeful. Round the world, many Technologists are Indians, working as their leaders and some working in prestigious positions. Many of these merits are the reason behind the success of organizations like Indian Space Research Organization. It's not that there aren't students who wanted to do something remarkable. But the thought process of living content with survival skills and life on weekends is what holds them back. The successful men and the universities in which they got trained and graduated makeup a very less fraction of a successful education system. The rest of them fall under the struggling part of the system. The flaws in the system behind such struggle are inequality, preferring rote learning to practical application, bad educators, bad infrastructure, and pressure from parents and society [3]Singh, Vivek Kumar 2021

- Policy-related elements

Students and institutes are implementing interdisciplinary and multidisciplinary methodologies for education so, that the education is given and taken with the integration of knowledge and expertise from different sources. Both students and educational institutions must keep themselves updated with the advancements so, they can utilize it for improving their education. The education system has moved a long way from discussing hypotheses and learning to remember them to verify and testing them. Student lessons have evolved from learning to remember, to learning to implement. With innovations and technological advancements, students gain skills far better from previous methods in which their knowledge is tested with standardize.

There are universities that give admissions based on the merit of the student have the lowest acceptance rate. These universities accept those who are the best and only the best, and the rest of them look for universities worldwide. Those who are passionate, with the help of loans or the money their parents have, get admission into prestigious universities outside India. In India, the contribution of the student is going so much to the entrance examination that the quality of education still lingers around how to remember than how to implement. Most of these prestigious universities still follow their traditional education system that they lack the spirit of innovation. They hardly go out of their curriculum and do not let students think out of the box. They train students qualified enough for jobs. With this attitude, students might get jobs with good pay but the university standards do not progress and this holds the country's education system down.

Education in India is not equal to everyone on many levels. Quality education is available to those who can afford to pay for it. The free education India provides for the poor in the country is of very poor quality. From the beginning, this article tried to explain the importance of innovation and change in the education system. The current education system prefers students to score more in the tests rather than come up with innovative thought. Universities must be content with proper infrastructure for students to gain applicable knowledge. Those universities that possess them are affordably or with low acceptance rates. The advancement of technology requires teachers who can adapt to the changes and guide children through them. Lack of such teachers is also another flaw in the education system. Finally, the pressure on students from parents, family circle, and society is so high that many students are afraid to come up with unique career options. They are forced into choosing the most successful career in the present market and train themselves to like it and survive in it. With such pressure, many students end up as failures in life or become successful in survival but fail to possess other essential skills. There is potential in India and with the help the technological advancements India has a chance to achieve more than it currently does.

- Curriculum

A curriculum that emphasizes high-stakes testing, excessive homework, or rigid grading systems can create an environment of stress.

Here are some common features of such curricula:

High-Stakes Testing: A focus on standardized tests can lead to teaching to the test rather than fostering a love for learning.

Rigid Deadlines: Strict timelines for assignments can create anxiety, especially if students have multiple subjects competing for their attention.

Heavy Workloads: An overwhelming amount of homework can limit students' time for extracurricular activities and relaxation.

Limited Flexibility: Lack of options for elective courses or personalized learning paths can make students feel trapped in subjects they aren't passionate about.

Competitive Environment: A focus on rankings and grades can foster unhealthy competition, leading to stress and burnout.

Neglect of Mental Health: Curricula that don't incorporate social-emotional learning or mental health awareness can leave students without the support they need. Addressing these issues often involves incorporating more holistic teaching methods, fostering collaboration, and promoting well-being alongside academic achievement.

DISCUSSION

Management systems in educational institutions, particularly in schools or universities, can sometimes inadvertently contribute to pressurizing students due to a variety of factors:

- High Academic Expectations

Grading Systems: When management emphasizes grades and academic rankings as key indicators of success, students often feel pressured to achieve high scores. This is compounded by standardized testing and exams that focus heavily on performance metrics.

Unrealistic Academic Targets: Institutions may set ambitious targets without considering students' individual learning paces or circumstances. Rigid curricula or grading curves may make students feel they are in constant competition.

- Rigid Deadlines and Workload

Heavy Workload: When management enforces strict deadlines and assigns heavy workloads, students can become overwhelmed. Multiple assignments, projects, and exams within a short time frame can cause stress and burnout.

Limited Flexibility: Lack of flexibility in submission deadlines, exam rescheduling, or accommodation for personal issues can lead to a feeling of helplessness and added pressure.

- Lack of Mental Health Support

Neglecting Emotional Well-Being: Many management systems focus more on academic output than on the mental health of students. If students don't have access to counseling, peer support groups, or stress management programs, they may feel unsupported during difficult times.

Ignoring Individual Challenges: Students dealing with personal or family challenges may not receive the necessary emotional or academic support if the system is too rigid or if there's a lack of awareness.

- Competitive Culture

Merit-Based Rewards: Systems that emphasize merit-based scholarships, awards, and honors can create a hyper-competitive environment. Students may push themselves to unhealthy limits to stand out or secure financial aid. A culture of comparing students' performances publicly (e.g., posting rankings or grades) can create a sense of constant judgment and inadequacy.

- Career Pressure: Focus on Career Outcomes- Management may emphasize future career prospects, leading students to feel the pressure to excel in their studies to ensure a successful career path. This could be further exacerbated by frequent talks about job markets, internships, and competitive graduate programs.

- Limited Focus on Holistic Development: If management places too much emphasis on academic or career-related skills without fostering creativity, critical thinking, and emotional intelligence, students may feel they lack room for personal growth.

- Limited Student Input in Decision-Making

Top-Down Management: A system where students have little to no input on academic policies, course selections, or evaluation methods

can make them feel powerless. Students who are unable to voice concerns about workload or academic pressures are more likely to experience stress.

- Pressure from Parents and Society
Institutional Messaging to Families: Some management systems inadvertently place pressure on students by communicating expectations to parents. Families may, in turn, pass on these pressures to their children, expecting them to meet certain standards to uphold the school or university's reputation.

CONCLUSION

In many ways, educational management systems play a significant role in creating academic environments that can either support or stress students. Institutions need to strike a balance between academic rigor and the well-being of their students by fostering flexible, supportive, and empathetic policies. In the analysis it is also found that focus not only on the immediate education system but also on broader socioeconomic, policy-related elements and curriculum, and that shape educational outcomes.

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