

CHAPTER 8

CONCLUSION

"Every person who wins in any undertaking must be willing to cut all sources of retreat. Only by doing so can one be sure of maintaining that state of mind known as a burning desire to win - essential to success".

-Napoleon Hill

"Success is not final, failure is not fatal. It is the courage to continue that counts."

Churchill

8.1 Wrap Up

- Education is Knowledge. As per the Indian traditional belief it is man's third eye. This aphorism basically means that knowledge opens man's inner eye, flooding him with spiritual and divine light, which forms the provision for man's journey through life. Through education, the development of every aspect of human life becomes possible. The Vedic wisdom says that Knowledge protects an individual like a mother, inspires him to follow the path of good conduct as a father does, and gives the pleasure that one's spouse provides. Education leads to the development of personality holistically.
- Undoubtedly, education has undergone various changes because of changed priorities and beliefs. The journey of education system which started in Gurukuls, where knowledge was imparted free of cost and Guru was considered like God, has now developed itself to the university system in which the hours of teaching are fixed and students are

required to pay fees. But students' hostels in one way remind us of the Gurukuls of ancient days. However, it is not these differences but the fact that the teacher of today is no longer respected, which catches our attention. In the past, the teacher was placed on a pedestal and revered. The teachers need to introspect and mould their own conduct, the students, too, should respect their teachers as they respect their own parents. In addition the education should be able to prepare a child for the battle of life ahead in all forms and manners. It is only then that the real form of education will actually blossom and demonstrate its real potential. The basic tenet propounded in Vedic period, that education is light should form core of our philosophy. It is that source which is meant to provide us the truest guidance in the various spheres of life.

- The CCE system has been imposed hurriedly without much preparation and thought. The idea has been picked up basically from the west where it has not been very successful. In fact USA has a major problem in their high school education. To quote from a very important research paper on this subject: (This is an excerpt from an article by Ms Laurence Steinberg who is a psychology professor at Temple University and author of the forthcoming *Age of Opportunity: Revelations from the New Science of Adolescence*.)

3.2 US High School Education a Failure

- *And surveys of exchange students who have studied in America, as well as surveys of American adolescents who have studied abroad, confirm this. More than half of American high school students who have studied in another country agree that our schools are easier. Objectively, they are probably correct: American high school*

students spend far less time on schoolwork than their counterparts in the rest of world

- *In America, high school is for socializing. It's a convenient gathering place, where the really important activities are interrupted by all those annoying classes. For all but the very best American students—the ones in AP classes bound for the nation's most selective colleges and universities—high school is tedious and unchallenging. Studies that have tracked American adolescents' moods over the course of the day find that levels of boredom are highest during their time in school.*
- *The president's call for expanding access to higher education by making college more affordable, while laudable on the face of it, is not going to solve our problem. The president and his education advisers have misdiagnosed things. The U.S. has one of the highest rates of college entry in the industrialized world. Yet it is tied for last in the rate of college completion. More than one-third of U.S. students who enter a full-time, two-year college program drop out just after one year, as do about one fifth of students who enter a four-year college. In other words, getting our adolescents to go to college isn't the issue. It's getting them to graduate.*
- *If this is what we hope to accomplish, we need to rethink high school in America. It is true that providing high-quality preschool to all children is an important component of comprehensive education reform. But we can't just do this, cross our fingers, and hope for the best. Early intervention is an investment, not an inoculation. In recent years experts in early-child development have called for programs designed to strengthen children's "non-cognitive" skills, pointing to research that demonstrates that later scholastic success hinges not only on conventional academic abilities but on*

capacities like self-control. Research on the determinants of success in adolescence and beyond has come to a similar conclusion: If we want our teenagers to thrive, we need to help them develop the non-cognitive traits it takes to complete a college degree—traits like determination, self-control, and grit. This means classes that really challenge students to work hard—something that fewer than one in six high school students report experiencing, according to *Diploma to nowhere*, a 2008 report published by Strong American Schools. Unfortunately, our high schools demand so little of students that these essential capacities aren't nurtured. As a consequence, many high school graduates, even those who have acquired the necessary academic skills to pursue college coursework, lack the wherewithal to persevere in college. Making college more affordable will not fix this problem, though we should do that too. (Laurence Steinberg, *What's Holding Back American Teenagers?*, 2014 http://www.slate.com/articles/life/education/2014/02/high_school_in_america_a_compl ete_disaster.html)

- There are many such articles giving a woe ridden story of the American high school youth. President Obama's call for **STEM** is not at all surprising. The reason why it has been worked out is evident from another article.

8.3 Stress on STEM

- *Despite our historical record of achievement, the United States now lags behind other nations in STEM (Science, Technology, Engineering and Mathematics) education at the elementary and secondary levels. International comparisons of our students' performance in science and mathematics consistently place the United States in the middle of the pack or lower. On the National Assessment of Educational*

Progress, less than one-third of U.S. eighth graders show proficiency in mathematics and science. Moreover, there is a large interest and achievement gap among some groups in STEM, and African Americans, Hispanics, Native Americans, and women are seriously underrepresented in many STEM fields. This limits their participation in many well-paid, high-growth professions and deprives the Nation of the full benefit of their talents and perspectives. It is important to note that the problem is not just a lack of proficiency among American students; there is also a lack of interest in STEM fields among many students. Recent evidence suggests that many of the most proficient students, including minority students and women, have been gravitating away from science and engineering towards other professions. Even as the United States focuses on low-performing students, we must devote considerable attention and resources to all of our most high-achieving students from across all groups. What lies behind mediocre test scores and the pervasive lack of interest in STEM is also troubling. Some of the problem, to be sure, is attributable to schools that are failing systemically; this aspect of the problem must be addressed with systemic solutions. Yet even schools that are generally successful often fall short in STEM fields. Schools often lack teachers who know how to teach science and mathematics effectively, and who know and love their subject well enough to inspire their students. Teachers lack adequate support, including appropriate professional development as well as interesting and intriguing curricula. School systems lack tools for assessing progress and rewarding success. The Nation lacks clear, shared standards for science and math that would help all actors in the system set and achieve goals. As a result, too many American students conclude early in their education that STEM subjects are boring, too difficult, or unwelcoming, leaving them ill-prepared to meet the challenges that will face their generation, their country, and the world. (REPORT TO THE PRESIDENT,

Sep 2010, President's Council of Advisors on Science and Technology
(www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-eport.pdf)

8.4 Conclusion

- No less than the president of USA himself has taken charge to invigorate the education system in the US. And we like typical copycats have lapped up the junked system wholeheartedly. Education system of India has been a matter of pride for us since ancient times. Indian academicians are still a respected lot abroad. It is all the gift of our social system which gave importance of dedicating our first part of life for acquiring **Gyana /Knowledge**. Let us not dilute the standards and spoil our generations under the western influence.