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**India's education needs overhauling : Harvard professor**

New Delhi: India needs to overhaul its education system to meet the demands of future, says Harvard Varity Prof David Peltine who believes that 'schools of tomorrow' should move towards teaching 'knowledge that matters'.

"I am broadly familiar with educational practices in several parts of the world. To my way of thinking, one of the greatest challenges of education today is fashioning a system that truly speaks to the people here and gives the skills and insights people need in our complex globalised era," Peltine said.

Peltine said education in India needs to move away from mere rote learning and embrace an application-based approach through 'schools of tomorrow'.

"My personal sense of the schools of tomorrow is that they will teach knowledge that matters, that connects meaningfully with the lives learners are likely to live," he said.

With a population of over one billion, reach is still the biggest challenge for Indian educators, say experts. Though the percentage of children going to school reached 83 percent in 2007, according to some sample surveys, quality remains a priority, with rampant teacher absenteeism and under-qualification of teachers being major issues.

Peltine - the author of several books, the latest being "Making Learning Whole" - emphasised on a comprehensive approach towards education.

"We need to be aware of the tendency in education to break ideas and skills into small elements and teach them, hoping that it all comes together later. I like to call this the disease of 'atomism' in education," said Peltine.

"For instance, we need to teach ordinary arithmetic as a form of mathematical modelling, which is, not just a bundle of skills. We need to teach history, even in the early years, as an interesting process that involves consideration of evidence and alternatives," he said.

There has been debate in India and other parts of the world on changes needed in the education system. The Indian education system, based on the British system, is one of the largest in the world.

After the enactment of the Right to Education Act, the government is in the process of standardising the system.

However, Peltine said the present system was not enough to meet the needs of the students.

"Does what we teach and the way we teach it enlighten learners about major issues such as ecological problems and economic complexities? Does it empower learners as workers, citizens, and family members? Does it cultivate responsibility?" he asked.

"All too often, not a great deal of what is typically taught beyond basic literacy and numeracy will never play a significant role again in learners' lives. It's just there for the sake, not usable knowledge," he said.

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