

PRESENT SCENARIO OF INDIAN EDUCATION



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ISBN: 978-81-19463-61-9

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Year of Publication: January 24

Front Cover
Blue Duck Designer

Publisher

BLUE DUCK PUBLICATIONS

Srinagar, J&K

Cell: 9682133341

Website: www.blueduckpublications.com

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ANALYSIS OF EDUCATIONAL POLICIES AND PRESENT SCENARIO OF EDUCATION SYSTEM OF INDIA

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ABSTRACT

Education is an indispensable facet, representing the realization of one's true self, serving as a cornerstone for the attainment of comprehensive human potential, and standing as an instrumental force in the pursuit of a fully developed, socially equitable, and pioneering society that propels national development to new heights. This multifaceted objective of education extends beyond the mere acquisition of knowledge; it delves into the realms of fostering robust character, nurturing mental faculties, advancing moral and spiritual dimensions, and promoting an enlightened understanding of religious principles.

In the pursuit of these lofty aspirations, the Indian educational landscape has witnessed the formulation of various national policies and commissions, each playing a pivotal role in the tireless endeavour to make education universally accessible to the masses. A historical chronicle of these efforts includes the Radhakrishnan Commission of 1948, the Kothari Commission spanning the years 1964 to 1966, and subsequent policies such as the National Education Policy (NEP) of 1968, 1986, 1992, and the latest iteration in 2020. These policy frameworks have been instrumental in shaping the contours of the educational terrain, striving to bridge gaps and ensure inclusivity.

Implementation, however, has been a focal point in the narrative of educational progress, with past policies primarily concentrating on the critical issues of access and equity. The

overarching goal of the educational system is to forge individuals imbued with rational thought, compassionate action, empathy, courage, resilience, and a scientific temperament, while simultaneously nurturing creativity fortified by sound ethical principles and values. This holistic approach envisions the production of engaged and contributing citizens, while the foundation for an egalitarian, inclusive, and pluralistic society, thereby laying the foundation for an egalitarian, inclusive, and pluralistic society, guided by an implicit constitutional ethos.

Given that India is poised to bear the mantle of the world's largest population of young individuals in the forthcoming decades, the imperative of providing high-quality educational opportunities to this demographic assumes paramount significance. It is against this backdrop that the NEP 2020 comes to the fore, emphasizing the recognition, identification, and nurturing of the distinctive capabilities inherent in each student. This ambitious policy framework endeavors to propel holistic development encompassing both the academic and non-academic spheres. The establishment of the Higher Education Commission of India (HECI) under the NEP 2020, envisioned as a comprehensive umbrella body, introduces four autonomous verticals: the National Higher Education Regulatory Council (NHERC) for regulatory purposes, the General Education Council (GEC) for setting standards, the Higher Education Grand Council (HEGC) for funding, and the National Accreditation Council (NAC) for accreditation.

However, despite the commendable objectives articulated within the NEP 2020, a significant area of concern revolves around the discernible absence of a robust and transparent implementation strategy. The policy, while aspirational and visionary, articulates ambitious goals without providing a lucid roadmap for execution, thereby posing the potential risk of engendering confusion among educational institutions, educators, and students alike.

Keywords: Radhakrishnan Commission, Kothari Commission, NEP 2020, Higher Education Commission of India

(HECD), GEC, NHERC

Introduction:

Education, a venerable institution, ought to transcend the mere imparting of knowledge and skill acquisition; it should metamorphose into a crucible where individuals are not merely recipients of information but active participants in their moral, intellectual, and socio-economic ascendancy. The sagacious words of Swami Vivekananda echo through time, underscoring the essence of character formation, intellectual expansiveness, and the fortitude to stand tall on the platform of one's convictions.

Methodology:

In the pursuit of scholarly inquiry, this research leans on the formidable bedrock of secondary data, meticulously gleaned from an assortment of erudite tomes, exhaustive research reports, peer-reviewed journals, and meticulously crafted research papers.

Objectives of the Study:

- To discern and elucidate the labyrinthine network of policies and commissions that have left an indelible imprint on the canvas of the Indian education system.
- To unravel the intricate tapestry of features woven into the fabric of Indian educational policies, examining the nuanced contours that define their essence.
- To undertake a judicious and incisive evaluation of the foundational tenets underpinning Indian education policies, parsing through the layers to include the quintessence of their impact.

Education Policies in India:

Education policies, like the multifaceted kaleidoscope of human experience, manifest in diverse forms and institutions, exerting their influence across the spectrum of human life. This pervasive influence encompasses early childhood centres, kindergartens, the expansive corridors of 12th-grade institutions, the hallowed precincts of 2 and 4-year colleges or universities, and the rarified air of graduate and professional education

institutes, all the way to adult education establishments and the labyrinthine networks of vocational training schemes. Thus, the tendrils of education policy intertwine with the diverse education engagements of individuals across their lifespan, a multifaceted tapestry of influence spanning elementary education to college, both in rural hinterlands and bustling urban landscapes.

In its most elemental essence, education unfurls as a gradual metamorphosis, a continuous process whereby individuals adapt to the variegated nuances of their physical, social, and spiritual milieu. The post-independence epoch in India witnessed a concerted effort by the government to elevate the standard of education, a narrative punctuated by the establishment of myriad committees and commissions. The inaugural Minister of Education, Maulana Abul Kalam Azad, vociferously championed the central government's need to assert control over education, propagating the imperative of a uniform educational system permeating the length and breadth of the nation.

The edifice of Indian education policies comprises a mosaic of principles, governmental decrees, and legal frameworks directing the operation of the educational apparatus. Since gaining independence, India has navigated through three distinctive education policies. The seminal policy, formalized in 1968, was instrumental in accentuating the significance of compulsory education for children up to the age of 14, concurrently instating the three-language formula to promote Hindi across the nation. While this policy succeeded in creating a structural framework for the national education system, it grappled with impediments such as a dearth of motivation, inadequate resources, and a lack of awareness among parents.

The year 1986 witnessed a paradigmatic shift with the introduction of the next education policy, which sought to redress disparities and equalize educational opportunities, particularly for marginalized groups such as women, Scheduled Tribes (ST), and Scheduled Castes (SC). This epochal policy envisioned social integration through the expansion of scholarships, adult education

initiatives, the recruitment of major teachers from SC communities, and incentives for economically disadvantaged families to ensure regular school attendance for their children. A child-centred approach was adopted for primary education, accompanied by the launch of Operation Blackboard to enhance primary schools nationwide. Simultaneously, the policy facilitated the expansion of the open university system, exemplified by the establishment of the Indira Gandhi National Open University.

However, amid these commendable strides, critiques emerged, highlighting shortcomings such as the neglect of the neighbourhood school concept and inconsistencies in the functioning of primary, secondary, and higher secondary education. The foundational fabric of basic education appeared to be fraying at the edges.

This 2020 invasion policy and India's centered education system take into account the country's traditions, cultures, values, and ethics to directly help to the transformation of the nation into a just, sustainable, and vibrantly educated society. By referencing its extensive and lengthy historical legacy and taking into account the achievements of numerous international academics in a variety of fields, including mathematics, astronomy, medical science, surgery, navigation, yoga, fine arts, chess, etc. should be the focus of civil engineering and architecture—the foundations and construction of the entire educational system. The present announcement and NPE 2020 aim to increase the existing gross enrolment ratio to 50% by 2035 by offering a multidisciplinary and enterprising liberal education to all spheres.

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Although the Indian government has educational policies, it is now challenging to put them into practice. In some ways, the education of today leads us astray towards materialism, which distorts people's perceptions of right and wrong while the education of ancient India established humanity and oneness. The goal of our current educational system is for students to graduate with honours in order to pursue careers as doctors, lawyers,

engineers, or other professionals. The primary goal is to make as much money as you can. Human values are not instilled in education. As you are aware, the primary function of the modern educational system is to produce competent individuals who are equipped to face the problems of everyday life.

India, home to an extensive education system comprising over 1.5 million schools, 8.7 million primary and secondary teachers, and a staggering 260 million enrolments, stands as a testament to the largest and most intricate educational ecosystem globally. This article aims to shed light on the recent accomplishments and persistent challenges in the Indian education sector, offering valuable insights into its evolution since independence and the trajectory that lies ahead.

In the aftermath of gaining independence from British rule in 1947, the Department of Education was established under the Ministry of Human Resource Development (MHRD). Its primary mandate was to enhance both access to education and its quality, culminating in the formulation of the first National Policy on Education in 1968. Despite the initial constraints posed by India's economic growth, the expansion of the education sector steadily progressed until the close of the 20th century.

Since committing to the Millennium Development Goals in 2000, India has made commendable strides toward achieving universal primary education. The World Bank reports a noteworthy increase in elementary school enrolment, surging by over 33 million between 2000 and 2017, reaching 189.9 million in the latter year. While two-thirds of India's states and seven union territories claim to have attained universal primary enrolment, regional variations persist.

However, despite these achievements, the Indian education system grapples with several pressing challenges that demand attention and reform. Here, we explore the top five issues confronting the system and propose potential avenues for progress.

1. Lack of Resources:

The economic status of the country plays a pivotal role in shaping the progress of educational systems. Despite India's standing as the sixth-largest economy globally by nominal GDP, a significant deficit in resources plagues the educational sector. With a population exceeding 1.2 billion, prioritizing resources becomes a daunting task, resulting in inadequate learning materials, scarce school libraries, and a dearth of cutting-edge equipment for scientific projects.

Professional View: Efficient allocation of resources and strategic planning are imperative to bridge this gap. Public-private partnerships and international collaborations can offer viable solutions to bolster the availability of resources in the education sector.

2. Focus on English Language:

The disproportionate emphasis on improving proficiency in English, a non-native language, has led to a decline in numerical skills and local literacy among Indian students. The overreliance on English also restricts students from engaging in activities like essay writing in their native language.

Professional View: A balanced bilingual approach that values proficiency in both English and regional languages can enhance cognitive development. Encouraging multilingualism can open avenues for better communication and cultural understanding.

3. Neglect of Practical Experience:

Indian educational institutions often prioritize theoretical knowledge over practical experiences, hindering students' ability to apply acquired skills. This approach, centered around exam scores, leads to a superficial understanding of subjects.

Professional View: Incorporating hands-on learning experiences, internships, and practical assessments can foster a holistic understanding of subjects, preparing students for real-world challenges.

4. Pressure on Students:

Educators in India tend to exert excessive pressure on students, leading to heightened stress levels, academic anxiety, and, tragically, incidents of self-harm. The relentless pursuit of high scores has detrimental effects on students' overall well-being.

Professional View: Implementing student-centric teaching methodologies, promoting a supportive learning environment, and emphasizing holistic development can mitigate academic stress and contribute to a healthier education system.

5. Questionable Quality of Teachers:

The shortage of qualified and skilled educators in India poses a significant challenge. Teachers often find themselves burdened with non-teaching administrative duties, diverting their focus from core educational responsibilities.

Professional View: Addressing teacher training and professional development, coupled with reducing administrative burdens, is crucial. Establishing a framework for continuous improvement and accountability can enhance the quality of education imparted by teachers.

In conclusion, while India has made commendable progress in education, addressing these challenges requires a concerted effort from policymakers, educators, and the community at large. A comprehensive approach that encompasses resource optimization, language inclusivity, practical learning, student well-being, and teacher quality can pave the way for a transformative and equitable education system in India.

Conclusion:

In the current landscape of Indian education, the New Education Policy (NEP) 2020 stands as a visionary document, aligning with the nation's cultural richness and global aspirations. However, the challenge lies in bridging the gap between policy intent and effective implementation. The educational scenario grapples with the dual objectives of equipping the youth for a dynamic global future and instilling core values.

As India navigates its demographic dividend, the importance of the education system cannot be overstated. It is

crucial to translate policy aspirations into tangible outcomes, addressing challenges in resource allocation, teacher training, and community awareness. The present moment necessitates a strategic blend of pragmatism and idealism to ensure that education becomes a catalyst for individual and societal upliftment.

In essence, the current scenario prompts introspection and a resolute commitment to shaping an educational landscape that empowers learners and contributes meaningfully to the nation's collective progress. The challenges are substantial, but so too are the opportunities for transformative change.

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