Challenges Facing India's Educational System

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Abstract

From the period before and after the supremacy of the British Empire up to the present day, the educational system in India has undergone a considerable transition. This change can be traced back all the way to the beginning of time. Historically, students got their education in places that came to be known as Gurukuls; however, this practise was ultimately modernised and replaced with the education system that is in existence today. The "Right to Education" was one of the fundamental rights that were included in the newly drafted constitution of India, which came into effect when the nation gained its independence from British rule. It made it possible for all children up to the age of 14 to have a free education regardless of their family's financial situation. Preschool, kindergarten, grade school, high school, and college are the most easily recognisable segments of the education system. When secondary school is over, the next step is college. However, there are many weaknesses and openings in this system, and fixing them might be beneficial to the country's progress as a whole. The educational system might be impacted by a wide variety of circumstances. The percentage of students who have finished their education is far lower than was expected, according to all studies and surveys that have been undertaken on the subject of education in the country in recent years. For this, the instructors are held directly responsible, and the reality of the situation, which is that the infrastructure of schools and colleges, as well as the training of teachers, is extremely inadequate, is ignored. The reality of the situation is that the instructors are held directly responsible for this. More than one lakh schools may be found around the country, and each of those schools only has a single teacher. Even after 72 years of independence, if this is the state and direction of education in the country, it will be necessary to have everyone's active support in a positive effort to improve the quality of school education. This will be the case even if this is the state and direction of education in the nation. The academic performance of kids will be the primary target of this campaign's efforts. This campaign will require involvement from many parties, including the government, organisations representing civil society, experts, parents, members of the community, and students, in order to achieve its goal of improving the quality of educational services.

Keyword:*British Empire, academic performance,Indian Educational System, NEP2020*

Introduction

The ratio of private to public education in India is 5:7, with the private sector accounting for the majority of the country's students. The education provided by the government is not of a sufficiently high standard. The education that one receives in government schools is woefully inadequate. This is especially the case in rural regions, where there is a severe shortage of educators and inadequate oversight of those that are employed there. As a result, the percentage of people who can read and write in urban regions is much greater than in rural ones. It is particularly detrimental to an individual's overall growth to attend a public school because of the inadequate infrastructure and lack of academic focus that is provided. Students should have access to improved facilities in the academic, athletic, cultural, technological, mediatic, artistic, musical, religious, social, and political spheres so that they may more easily identify the subjects and fields in which they have an interest. The government schools are severely lacking in this type of feature. However, private schools that provide all of these services come at a price that is unaffordable for families from lower socioeconomic classes. Over 37 percent of India's population is living in conditions that are considered to be poor. And they are unable to even afford the most basic levels of schooling. People in India still adhere to their traditional values while still valuing their contemporary education. India is a nation of morality and beliefs.

Regarding the Structure of the Indian Educational System

Higher education plays a critical and complex role in the development of India's and other countries' knowledge economies. The Indian higher education system is plagued by a number of critical issues. A quota system, privatisation, lack of proper facilities and infrastructure, a greater emphasis on theoretical knowledge over practical experience, and a less qualified teaching staff are only a few of the problems that plague today's educational system. Higher education plays an essential and diverse part in this process, which is especially true for India but also for any other nation as they expand their knowledge economy. The Indian higher education system is plagued by a number of critical issues. A few examples would include a quota system, privatisation, a lack of suitable facilities and infrastructure, an emphasis on theoretical knowledge rather to practical experience, and a poorer quality teaching team.

Lower level of teaching quality :

Our whole educational system is being put through hell as a result of the quality issues that plague a significant number of our educational system's institutions and colleges. Concerns have been raised about the Indian education system due to a number of factors, including a dearth of qualified teaching staff, outdated and inflexible curricula and pedagogy, an absence of accountability and quality control measures, and a wall that divides classroom instruction from academic research. A few examples of how much money it takes to go to college are: The problem of the government's limited financial resources is one of the most essential considerations when dealing with problems related to higher education. One metric for evaluating a country's educational offerings is the level of financial support it provides for schools and universities. This criterion is used to evaluate the level of education that is offered by a country. Already, between twenty and thirty percent of the revenue budget that the state government has is allocated to paying educational programmes. They are at their financial limit and cannot afford to make any further purchases. Higher education in India has never been given the same amount of attention by the government in terms of finance as lower education or other levels of education. It is not possible for India to make the kind of enormous governmental investments in research and development that led to the development of research-leading institutions in the west like MIT, the University of California, Berkeley, or Cambridge University in the United States or Britain. These kinds of investments are necessary for the development of research-leading institutions. Greater focus is put on theoretical comprehension as opposed to practical experience: To a far higher extent than does its counterpart in the West, India's educational system puts a premium on the acquisition of theoretical information as opposed to more hands-on experience. There is also a high necessary minimum percentage for many different jobs, however the percentage varies from job to job.

National Education Policy

A new proposal for education policy, National Education Policy 2018 (NEP), has been put up by the Indian federal government and is anticipated to significantly alter the educational system in the nation. The Indian Cabinet adopted the strategy on July 29, 2018 ; it will form the basis for

India's future educational system. Revisions and updates have been made to the original National Policy on Education from 1986. The initiative will help individuals in both urban and rural parts of India by creating a standardised system for elementary, secondary, and postsecondary education as well as vocational training.

Using a student's mother tongue or local language as the medium of teaching is "emphasised" in the National Education Policy up to Class 5, and it is recommended that this practise be maintained at least until Class 8. In addition, the statement reassures students that they will not be held back for failing to achieve any linguistic requirements. The specifics of putting NEP's language policy into practise lie with particular governments, organisations, and educational institutions; this paper is designed to serve merely as a general framework. The educational opportunities and challenges faced by Native Americans are topics covered in both volumes.

The National Education Policy 2020 is the guiding document for education in India (NEP 2020). Since its creation in 1986, the preceding National Policy on Education has been superseded. Since it provides a blueprint for elementary through postsecondary education in India, the strategy would benefit students in both urban and rural settings. The new programme is aiming to completely revamp India's educational system In place of the present "10 + 2" layout, which is proposed to be scrapped in favour of NEP, will be a new one that makes use of the digits 5, 3, and 4. The first five years of a child's education are the most formative, and during that time they may attend a variety of settings, including an anganwadi, a pre-school, and a balvatika, all of which will provide the same amount of time to each topic. The years from third through fifth grade are considered the "formative years" of a student's education. The subsequent stage also lasts for three years, followed by four years of secondary education up to the end of grade 12. (or age 18). Detailed below are the plans we have for this idea.

There is not a single final test given to pupils at the conclusion of the year, but three (in Grades 2, 5, and 8). Standardized testing occurs in grades 10 and 12. The testing agency PARAKH is responsible for establishing the benchmarks by which students' performance on board examinations is measured (Performance Assessment, Review and Analysis of Knowledge for Holistic Development). Such exams will be given twice annually, with students obtaining two

opportunities to score well on each. It would lighten the load of the tests. The true examination would consist of two parts: an objective section and a more open-ended, narrative one.

According to the NEP's plan for higher education, students should be able to choose from a wide variety of exit points after completing a four-year, multidisciplinary bachelor's degree programme. These will be implemented, and they will apply to academic and occupational settings alike.

Structure Of Higher Education At A Glance

Deemed universities have the authority to award their own degrees and are recognised as legitimate educational institutions by law. In an official statement, the federal government has verified this designation. A number of illustrious British institutions have been classified as "Institutes of National Importance" by the British Parliament. Central universities in India were established by an Act of Parliament, whereas state universities were established by individual state legislatures (State Universities). Deemed universities are schools that have been given the authority to award degrees and autonomy in academic matters (both government-aided and unaided). In India, postsecondary education is mostly concentrated in the country's numerous institutions and the many colleges that make up each university. It's feasible that you could desire to further your education in areas related to your career, your chosen field, or the cutting edge of technology.In theory, you may belong to any of these categories. India's system of technical education comprises 65 institutes that are sponsored centrally, in addition to the many state-funded engineering schools. Some examples of such establishments include the National Institutes of Technology (NITs), the Indian Institute of Science (IISc), and the Indian Institutes of Technology (IITs). Colleges in India that provide courses in technical fields including engineering, architecture, hotel management, business administration, computer science, and applied arts and crafts must be approved and regulated by the All India Council for Technical Education (AICTE). Such degree programmes are also available at these educational institutions. In India, there are several options for students interested in pursuing higher education, and vocational training is one of them. Many different polytechnics and vocational schools, both public and private, work together to achieve this goal. Each of these establishments is governed

by a Council whose members are passionate about the fields of study in which they provide degrees. Along with this, India has established a system of Open Universities to promote learning via independent study. The pioneering Indira Gandhi National Open University in India has been joined by 12 more open universities (IGNOU). The Remote Education Council of India (DEC), based in New Delhi, is responsible for regulating educational institutions throughout the nation, maintaining standards, promoting open and distance learning (ODL), and organising events relating to ODL in various cities across India. One contributor to the expansion of the postsecondary education market has been the improvement of distant learning tools enabled by modern information and communication technology (ICT). Students who engage in distance education save an average of 66% compared to traditional students because they avoid the costs associated with relocating and switching employment. The utilisation of numerous technical platforms, like the internet and satellites, is aiding the growth of remote education. The Higher Education field puts forth significant effort to maintain a high standard of quality in the educational process by enlisting the aid of accrediting organisations that have been formed for the express purpose of doing so. Similar functions are performed by the Indian Council for Agricultural Research's (ICAR) Accreditation Board (AB) (founded 1996) and the Association for the Improvement of Technical Education's (AICTE) National Board of Accreditation (NBA) (1994) in the fields of agriculture and technology, respectively. Since its inception in 1994, when it was established by the University Grants Commission, the National Assessment and Accreditation Council (NAAC) has served as the primary body responsible for accrediting institutions of higher learning that provide liberal arts programmes. The National Assessment and Accreditation Council (NAAC) developed the India Education Index (IEI) to rate educational institutions in India. The results will improve the validity of global comparisons of educational systems. The NAAC and the COL have signed a memorandum of understanding (MOU) to further their cooperation in the area of quality assurance in higher education. Not only are organisations from the United States, Taiwan, Norway, and Kuwait, but also those from those countries have put their names to the document.

Modern Challenges in Indian Classrooms

The present problems facing India's educational system are discussed below.

- **Expenditure on education –**More funding must be put into India's school systems by the government. There have been several encouraging developments in this area over the last few years, and if the trend continues, India may soon be able to surmount the current challenges it confronts.

- India should use the same gross enrollment approach used by the United Nations.

- **Capacity utilisation –** Schools need to be encouraged by the government to help kids develop to their full potential and ensure that their innovative ideas are not lost in the shuffle.

- **Infrastructure facilities –** The government's responsibility is to provide better facilities for schools. The government's new emphasis on digital education makes it imperative that it take the measures required to ensure that all Government schools and rural regions have access to the resources they need.

- **PPP model –** When executed properly, PPPs have the potential to revolutionise India's educational system. As such, the PPP model of public-private cooperation has to be considered.

- Student-teacher**ratio –**There are many more pupils than there are qualified staff and instructors to educate them. Therefore, the government needs to hire educated people who can pass on their expertise to the next generation.

- **Accreditation and branding –** quality standards

- **Students studying abroad –** Many Indian students avoid these problems by going to universities outside of India. They need to be addressed by the appropriate authorities, and students should be encouraged to remain in India to further their education and contribute to the nation's development via their expertise.

The Issues Facing India's Educational System and Possible Solutions

Problems in India's educational system may be alleviated by implementing a few simple reforms.

- **Innovations required –** The country of India is rapidly adopting online learning. Students and the country's young will benefit from this since it will encourage them to think

creatively. The Indian government and education authorities need to prepare for this change by encouraging and inspiring students to prioritise their own personal growth and development in addition to their academic pursuits.

- **Quality of education –** Rural and urban parts of the nation have vastly different levels of educational opportunity. There has to be action done to ensure that all students in India have access to a high-quality education that provides them with the same information and the same chances for advancement.

- **Making education affordable –** There are low-cost public schools and universities, but they often lack adequate facilities and qualified teachers. However, there are several private schools that charge exorbitant tuition but provide superior facilities and resources for their students. It is imperative that measures be taken to address this inequality and that the government ensure that all citizens have equal access to quality education.

Plans and Initiatives to Improve India's Educational System

The following is a list of government projects implemented in India with the aim of improving the country's educational system:

- Sarva Shiksha Abhiyan Launched in 2001 with the goal of bolstering the current school infrastructure and building new schools so that "Education for All" could be achieved.

- **Elementary School Girl's Education Initiative–**India's government is making a concerted effort to enrol out-of-school females in a formal education programme.

- **Mid Day Meal Scheme –**As a part of the government's Sarva Shiksha Abhiyan initiative, all students at publicly supported institutions of education (including government schools, government-aided schools, local body schools, special training centres (STC), madrassas, and maktabs) get one free hot meal every day (SSA).

- **Rashtriya Madhyamik Shiksha Abhiyan –**It's a flagship programme with the goal of improving secondary education and boosting enrollment by making it possible for every family to live within walking distance of a high school.

- **Scheme for Infrastructure Development in Minority Institutes** –Specifically, the plan would help minorities get an education by bolstering minority institutions' infrastructure so that more kids from underserved neighbourhoods have access to formal education.

- **Beti Bachao Beti Padhao** –The programme in India that supports the education of young women. For more information on the BBBP initiative, see the Sukanya Samriddhi Yojana website.

Conclusion

Education is a key aspect in determining people's standard of living. The development of a nation's economy is also dependent on its educational system. Though it has evolved, the Indian education system still cannot meet the needs of businesses. In order to improve education's quality, we must first address and then adapt to a number of pressing problems. Having the right amount of private and public sectors working together may improve service quality. The situation in the higher education industry is not laudable due to the major difficulties connected to the demand-supply mismatch, enrollment, privatisation, etc. However, the government's flagship programmes provide a complete response, although one that is insufficient. Therefore, it is imperative that India's public policy prioritises a higher education system that can keep up with the rapid speed of change in the realms of knowledge and technology.

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