

19. **New Education System: A New Approach towards the Higher Education in India**

- **Dr. Kishor Kumar S. Bhosale**- Assistant Professor, Brihan Maharashtra College of Commerce, Pune, Maharashtra (India) E-mail:ksbbmcc2018@gmail.com

ABSTRACT

Indian educational system is one of the traditional education systems; two thousand years ago man lived in cave than the time of traditional education system. Since independence we are facing challenges to establish a good and strong education system. Various governments tried to establish new and effective education policies in the system but they were not sufficient for our country. Still Indians are facing lot of problems in our Education System. Indian government recognizes that the new global scenario poses unrivalled challenges for the higher education system. The UGC stated that a whole range of skills will be demanded from the graduates of commerce, humanities, natural sciences and social science, as well as from the various professional disciplines such as hospitality, tourism, agriculture, law, management, medicine or engineering. There are many basic problems faced by higher education system in India. These include inadequate infrastructure and facilities, vacant seats in academic field and poor faculty thereof, low student enrolment rate, out dated and old teaching methods, declining research standards, unmotivated students, overcrowded and small classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from these concerns relating to deteriorating standards and lack of facilities, there is reported exploitation of rural area students by many private education providers.

Keywords: Indian Education, Pre-primary Education, Primary Education, Higher Education Problems & Issue on Higher Education, Suggestion etc.

Introduction

Education in India is provided by public schools (controlled and funded by three levels: central, state and local) and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The approximate ratio of public schools to private schools in India is 7:5.

India has made progress in increasing the attainment rate of primary education. In 2011, approximately 75% of the population, aged between 7 and 10 years, was literate. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a Gross Enrollment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post-secondary technical schools are also private. The private education market in India had revenue of US\$450 million in 2008, but is projected to be a US\$40 billion market.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrolment above 96%. India has maintained an average enrolment ratio of 95% for students in this age group from year 2007 to 2014. As an outcome the number of students in the age group 6-14 who are not enrolled in school has come down to 2.8% in the year academic year 2018 (ASER 2018). Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 23 lack students over 2002 total enrolment, and a 19% increase in girl's enrolment. While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. While more than 95 percent of children attend primary school, just 40 percent of Indian adolescents attend secondary school (Grades 9-12). Since 2000, the World Bank has committed over \$2 billion to education in India. Some of the reasons for the poor quality include absence of around 25% of teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools. As per the Census of India, in 2011 there were 2.106 million schools/colleges in India out of which 1.702 million were rural and 404 thousand were urban.

Although there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all other aspects of operation. Hence, the differentiation of government schools and private schools can be misleading.

In January 2021, India had over 900 universities and 40,000 colleges. In India's higher education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the federal government, there are a maximum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservations in India.

Objectives of the Study

1. To study the pre-primary, primary, secondary and higher education in India.
2. To study the new approach towards the higher education in India.
3. To study the issue & problems of higher education.
4. To givesomesuggestionstoimprovethecondition of higher education.

Pre-Primary Education

The pre-primary stage is the foundation of children's knowledge, skills and behaviour. On completion of pre-primary education, the children are sent to the primary stage but pre-primary education in India is not a fundamental right. In rural India, pre-primary schools are rarely available in small villages. But in cities and big towns, there are many established players in the pre-primary education sector. The demand for the preschools is growing considerably in the smaller towns and cities but still, only 1% of the population under age 6 is enrolled in preschool education.

Play group (pre-nursery): At playschools, children are exposed to a lot of basic learning activities that help them to get independent faster and develop their self-help qualities like

eating food themselves, dressing up, and maintaining cleanliness. The age limit for admission into pre-nursery is 2 to 3 years. Anganwadi is government funded free rural childcare & Mother care nutrition and learning program also incorporating the free Midday Meal Scheme.

Nursery: Nursery level activities help children unfold their talents, thus enabling them to sharpen their mental and physical abilities. The age limit for admission in nursery is 3 to 4 years.

LKG: It is also called the Junior Kindergarten (Jr. kg) stage. The age limit for admission in LKG is 4 to 5 years.

UKG: It is also called the Senior Kindergarten (Sr. kg) stage. The age limit for admission in UKG is 5 to 6 years.

LKG and UKG stages prepare and help children emotionally, mentally, socially and physically to grasp knowledge easily in the later stages of school and college life. A systematic process of preschool education is followed in India to impart knowledge in the best possible way for a better understanding of the young children. By following an easy and interesting curriculum, teachers strive hard to make the entire learning process enjoyable for the children.

Primary Education

The primary education in India is divided into two parts, namely Lower Primary (Class I-IV) and Upper Primary (Middle school, Class V-VIII). The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old. Because education laws are given by the states, duration of primary school visit alters between the Indian states. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalise primary education in India by reforming and vitalising the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15% was funded by the states. The DERP, which had opened 1.6 lakh new schools including 84,000 alternative education schools delivering alternative education to approximately 35 lakh children, was also supported by UNICEF and other international programmes. In January 2016, Kerala became the 1st Indian state to achieve 100% primary education through its literacy programme Athulyam. This primary education scheme has also not shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrolment of girls has also been made as a part of this scheme. The current scheme for universalisation of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

Types of School

Following there are six types of school

Government school, Government aided private school, Private schools (unaided), National school, International school, Home-schooling etc.

Secondary Education:

10th (Matriculation or Secondary) Exam

Students taking the grade 10 examination usually take six subjects: English, Mathematics, Social Studies, Science, one language, and one optional subject depending on the availability of teachers at different schools. "Elective" or optional subjects often include Computer Applications, Economics, Physical Education, Commerce, and Environmental Science.

12th (Senior Secondary or Higher Secondary) Exam

Students taking the grade 12 examination usually take four or five subjects with English or the local language being compulsory. Students re-enrolling in most secondary schools after grade 10 have to make the choice of choosing a "core stream" in addition to English or the local language: Science (Mathematics/Biology, Chemistry, and Physics), Commerce (Accounts, Business Studies, and Economics), or Humanities (any three of History, Political Science, Sociology, Psychology, Geography depending on school. Students study Mathematics up to single-variable Calculus in grade 12.

Higher Education: Vocational education, Tertiary education, Technical education

As per Report of the Higher education in India, Issues Related to Expansion, Inclusiveness, Quality and Finance, the access to higher education measured in term of gross enrolment ratio increased from 0.7% in 1950/51 to 1.4% in 1960–61. By 2006/7 the GER increased to about 11%. Notably, by 2012, it had crossed 20% (as mentioned in an earlier section).

According to a survey by All India Survey on Higher Education (AISHE) released by the ministry of human resource development, Tamil Nadu which has the highest Gross Enrollment Ratio (GER) in higher education in the country has registered an increase of 2.6% to take GER to 46.9 per cent in 2016–17.

Higher Education in India

Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.

Types of Education

There are four types of education as follow in India

1. Distance Education
2. Formal, General, Non-formal, and Informal Education
3. Professional and Technical Education
4. Value Education

Methods of Teaching

As a teacher, to tackle this challenge effectively, you should implement innovative ideas that make the classroom experience much more lovable for your students. So here are 16 innovative ideas that will help you reinvent your teaching methods and make your classes more interesting. For example creative teaching, audio & video tools, real-world” learning, brainstorm, classes outside the classroom, role play, storyboard teaching, stimulating classroom

environment, welcome new ideas, think about a new hobby, puzzles and games, start school clubs or groups, refer to books on creativity & love what you do etc.

Challenges & Issue with Higher Education in India

1. Inadequate facilities and infrastructure: In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

2. Research constraints: India has a very low level of Ph.D. enrolment. India does not have enough high quality researchers. In Indian education system there is a lack of early stage research experience; a weak ecosystem for creativity and innovation, and low levels of industry engagement.

3. Uneven growth and access to opportunity: In India, access to higher education is uneven in enrolment across population groups and geographies. This uneven growth of higher education is major challenge for India. India has the largest number of out-of-school students in the world, more than the whole of sub-Saharan Africa, and also 69% of India's population still lives on less than 2 dollar per day. The World Bank categories India as "an extreme dual economy".

4. Lower level of teaching quality: Our education system is torture by issues of quality in many of its institutions and universities. Many of the issues like shortage of faculty, poor quality teaching, Traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are raising questions on Indian education system.

5. Financing: Financing is also an issue with higher education in India. India is already spending very much on higher education and it can't spend more. However if the quality of higher education has to be improved then more financing is needed.

6. More concentrated on theories and rather than practical knowledge: Indian education system is more focused on theoretical knowledge rather than practical knowledge. In many jobs there is also a minimum requirement of percentage which is high.

7. Traditional methods of teaching: Professors still stick to those old methods of teaching like board, marker. They don't like to use audio visual aids in teaching. Also they are not up to date with the information available and what global industry demands.

10. Enrolment: The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

11. Equity: There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.

12. Quality: Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost

challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.

13. Privatization: Privatization is also a big problem that higher education faces. Privatization of higher education is the way to go. However just privatization is not going to solve the problems. You need to foster the culture of creativity, imagination and learning new skills in young students.

14. Political Factor: Political influence is also a bad thing and an issue with higher education. Governing bodies donot want any political influence or interference in their affairs.

The Indian Education Commission (1964-66) has made the Following Recommendations:

1. To foster in the teachers and students and through them in society generally the attitudes and values needed for developing the good life.
2. To provide society with competent men and women train in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated citizen individuals imbued with a sense of social justice.
3. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the spirit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries.
4. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, right interests, attitudes and moral and intellectual values.
5. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of knowledge.

Problems with Higher Education in India

So above we discussed issues that higher education is facing. Now we shall debate about some of the serious challenges that higher education is facing.

1. Gap in Supply and Demand: India's gross enrolment rate (GER) is just 19% which is not good. GER is 6% below the world average and at least 50% lesser than developed world like Australia and US. This has to change if we have to really improve state of higher education in India.

2. No Project Based Learning: Higher education lack project based learning. Young graduates need to learn new skills especially vocational skills that can give them job. So we are not focusing on project based learning at all. Just theory is not enough; we also need practical knowledge is also.

3. Mushrooming of Low Quality Institutes: Mushrooming of low quality institutes all over the country is not good for higher education. These new colleges lack capacity and they are all about fleecing money from students and their parents. There is too much glamour and less quality of education.

4. No Strategy: There is no strategy for higher education in India. We don't have foreign students coming to the country and studying here. Government has no plan for this and this is a big challenge.

5. Why only Servicing Industry: We are obsessed with servicing industry. We all want to get selected in campus selection so we love jobs in servicing sector only. However higher education does not solve the problem when it comes to creating jobs in manufacturing sector.

That is a big problem. Heads of autonomous organizations, vice chancellors of universities, attended the meeting along with senior officials of the central and state governments. Around two lakhs suggestions on the draft national education policy received from various stakeholders. A meeting on draft net 2019 of parliamentary standing committee on human resource development was held on 07.11.2019.

Suggestions for Improving Quality of Higher Education

1. Student-Centred Education and Dynamic Methods- Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centre education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

2. High-tech Libraries- Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

3. Cross Culture Programmes- After education, tour to every the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

4. World Class Education- Indian government is not giving priority to the development of Standard in education. India must aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it must adopt uniform international syllabus in its educational institutions.

5. Personality Development- Finally, education must be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunity for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.

6. Action Plan for Improving Quality- Academic and administrative audit must be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges must come forward for accreditation and fulfil the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.

7. Examination Reforms- Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's

performance in learning must be implemented. International Cooperation- Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

Conclusion

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education. There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and reputation. There should be a good infrastructure of colleges and universities which may attract the students. Government must promote collaboration between Indian higher education institutes and top International institutes and also generate linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.

There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education. Universities and colleges in both public private must be away from the political affiliations, favouritism, money making process should be out of education system etc. There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only up to his own subjects.

References

- Types of Higher Education in India. (2017, February 8). Retrieved from <https://study.com/academy/lesson/types-of-higher-education-in-india.html>. <https://surejob.in/author/PriyankaNagarale>: higher education in India: issues & challenges.
- Younis sheikh, "higher education in India, challenges & opportunities", journal of education & practice issn-2222-1735, vol-8, (2017)
- Naveen Chahal, Hafizullah Dar, "Higher education sector in India: challenges of sustainability, international journal of management research & review, vol-5, issn-2249-7196, (2015)
- Kumar Anuj, higher education growth, challenges & opportunities international journal of arts, humanities & management studies, vol-1, no.-2, (2015)
- Mrs. Mukesh Chahal, "Higher Education in India: Emerging Issues, Challenges and Suggestions", international journal of business quantitative economics and applied management research", ISSN: 2349-5677 Volume 1, Issue 11, (April 2015).
- Prasanta Mukherjee, Shabori Mukherjee, (2013): "Private Higher Education System and its quality in India" in International Journal of Applied Services Marketing Perspectives. www.facultyfocus.com.
- www.researchgate.net, publication-higher education, May-2020
- <https://www.edsy.in/time-table-management>. <https://en.wikipedia.org/education-in-India>
