

Contemporary Issues of Education System in India

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ABSTRACT

India's education system faces a plethora of modern challenges, ranging from concerns about value and access to issues related to importance and quality. Even while significant progress has been achieved in expanding access to education, especially at the basic level, disparities still exist between socioeconomic classes and geographic areas. Major issues with the system also include outdated educational plan structures, inadequate teacher preparation, repeated learning exercises, and insufficient infrastructure. Despite these obstacles, there are encouraging possibilities, such as the rise of digital innovation for improved development prospects, creative teaching approaches, and growing awareness of the value of comprehensive education. However, realizing these potentials necessitates deliberate efforts to address systemic problems, promote holistic approaches, enhance the calibre of educators, and truly integrate innovation. Additionally, investigating the complexities of social diversity and socioeconomic disparities necessitates local area dedication and sophisticated plan intercessions. In order to cultivate a manageable turn of events and engage people in the future, it remains essential to balance tradition with advancement and value with greatness as India works to transform its educational landscape to meet the demands of the twenty-first century.

Keyword: Contemporary Issues, Potentials, Challenges, Education System, India

INTRODUCTION

Most of the time, it is promoted that India has significant advantages in areas related to primary education. Various metrics, such as newly developed courses, a changing curriculum, dynamic processes, and educator preparation for value content delivery, are examples of measuring sticks. E-learning, cooperative learning between understudies, increased access to extracurricular and extracurricular activities, etc. In any event, the results are not empowering if one considers the employability of the outcome and the state of unemployment and underemployment. It is regretted that impoverished individuals do not receive valuable education, and only a small percentage of students—roughly 10% of those enrolled in schools—achieve higher exams. It is widely denounced that many understudies focus on retention, and every program is designed with tests in mind rather than learning objectives. As a result,

India's educational system makes it more difficult to achieve its goals for a positive financial turnaround. The goal of this study is to identify, evaluate, and make recommendations regarding the problems and difficulties facing the Indian educational system.

The Indian education system is still at a fundamental level in the competitive global education landscape, juggling a plethora of modern challenges while yet clinging to enormous promise. The Indian education sector is undergoing an unusual phase, encompassing issues ranging from the fundamentals of adapting to rapidly evolving mechanical headways to the obstacles posed by access and value. This succinct synopsis aims to examine the complex aspects of the Indian education system, delving into its continuing difficulties, unrealized promise, and the foundation for reform in order to examine the complexities of the twenty-first century.

The current problems facing the Indian educational system are intricate and deeply rooted. Getting into a good school continues to be a challenge, particularly in small, rural communities where there are still gaps in the foundation and persistent financial disparities. Additionally, the education system struggles with issues of moderation as many families struggle to pay for the rising cost of school, leading to alarming dropout rates at various levels. Additionally, the curriculum often lacks relevance and fails to equip students with the skills needed for today's workforce, widening the gap between education and employability.

That being said, there are a ton of opportunities for growth and transformation in the middle of these difficulties. India has a unique opportunity to address the segment profit through desire in education and expertise improvement because of its growing youth population. Furthermore, the rapid advancements in innovation provide avenues for improving teaching methodologies, individualized growth plans, and democratizing education through web-based platforms. In addition, initiatives like the Public Education Strategy 2020 (NEP) indicate a commitment to comprehensive adjustments aimed at developing critical thinking, inventiveness, and deeply ingrained mastery skills in students.

Either way, addressing the structural issues plaguing the Indian educational system is necessary to realizing these potentials. Fundamental adjustments are necessary to improve inclusion and access, ensuring that every child, regardless of background, is equally admitted to high-quality education. Additionally, the curriculum needs to be tightened up to meet the demands of the 21st-century economy, emphasizing skills like critical thinking, decisive reasoning, and computer fluency. Furthermore, in order to empower teachers to serve as both problem solvers and facilitators of learning, enthusiasm in instructor preparation and proficient growth is crucial.

The Indian educational system continues to stand at a crossroads, addressing the two issues and providing equal opportunities. The road ahead may be fraught with obstacles, but it is also paved with the promise of revolutionary transformation. India can unlock the full potential of its educational system and allow its children to thrive in the rapidly changing 21st century by addressing current difficulties, saddling potentials, and embracing the fundamentals of change.

LITERATURE REVIEW

Chahal and Dar (2015) Examine the supportability issues that India's advanced education sector is facing. They emphasize the need for a workable strategy to deal with higher education that takes into consideration elements like social worth, ecological impact, and financial viability. The authors identify several major barriers to the sustainability of higher education in India, including quality affirmation, infrastructural limitations, and subsidizing imperatives. Furthermore, they emphasize how important it is to address these issues by strategic mediations, essential planning, and innovative approaches in order to ensure the continued relevance and practicality of the field of higher education.

Frenk et al. (2010) The core effort focuses on transforming wellness education to strengthen wellbeing systems globally. Although their findings are not fully defined for India, they offer proposals for reforms to higher education in the nation. The authors push for a shift in perspective in wellness education, emphasizing community involvement, multidisciplinary teamwork, and a focus on population welfare. They argue that traditional wellbeing education strategies are inadequate to tackle the complex issues facing today's health care systems. All things considered, they offer a more comprehensive and integrated approach that equips health professionals to truly adapt to shifting environments and emerging health risks.

Kumar and Ambrish (2015) provide tidbits of information about the direction of progress, obstacles, and opportunities in higher education, with a focus on India. They highlight the quick expansion of postsecondary educational facilities in response to growing demand, but they also raise concerns about issues related to quality, value, and accessibility. The authors stress the importance of addressing these issues through modifications to methods, establishment of institutional boundaries, and improvements to teaching and learning processes. They also see tremendous opportunities to use innovation, promote international collaboration, and enhance research and development in order to improve the quality and relevance of higher education in India.

LeVine and White (2017) provide a social perspective on developments in education, highlighting the complex relationship between cultural traits, social norms, and educational methods. Although their work isn't meant for India, it provides important insights into the socioeconomic factors that influence higher education systems globally. Understanding the social foundation of educational advancements is crucial for addressing concerns with access, value, and inclusivity in higher education, particularly with relation to India, where social diversity is a defining characteristic. The authors argue that in order to foster meaningful growth possibilities and strengthen social unification, educational systems and practices should be considerate of social variety and should establish clear requirements.

Mapsof India (2016) provides a comprehensive overview of the Indian education landscape, providing tidbits of information on the system's proven evolution, present state, and potential futures. The resource addresses several aspects of education, such as mandatory, elective, and post-secondary education, and highlights important issues such as disparities in access, concerns about quality, and deficiencies in infrastructure. It also discusses government initiatives, policy frameworks, and administrative tools aimed at addressing these issues and improving educational outcomes. The information provided serves as a crucial point of reference for comprehending the larger context in which higher education functions in India.

Nexus Novus (2013) provides hands-on encounters with higher education opportunities in India, focusing on specific aspects such as research projects, associations, affirmation cycles, and career opportunities. The resource includes the wide range of educational options available to students in India, such as traditional colleges, specialized institutions, and professional universities. It also discusses emerging trends such as online learning, international collaboration, and skill development initiatives aimed at enhancing graduates' employability. Nexus Novus helps understudies, parents, and legislators make educated decisions on educational paths and interests in human resources by providing data about further education opportunities.

ISSUES IN THE INDIAN EDUCATION SYSTEM

The following is a list of the new problems with the Indian educational system:

Teaching Attribute is in a Low State – The nature of education isn't in a particularly evolved stage in the great majority of the nation's educational foundations and preparation centers. The main causes of the denied teaching strategies are a lack of teachers, a lack of advancement in the educational plan and informative strategies, ineffective teaching and learning strategies, improper communication between instructors and students, a lack of innovative and modern procedures, and financial difficulties. These problems mean that the instruction provided in educational institutions isn't of the highest caliber, and steps must be taken to improve it.

Financial Constraints – Numerous students belong to marginalized and socioeconomically disadvantaged groups within society, making them part of minority groups. They are consistent, have interest in their studies, and aspire to become professionals—such as specialists, business managers, engineers, attorneys, and educators. However, their families' poor income and financial obligations pose significant obstacles to their ability to secure further education. In addition to the educational expenditures, understudies usually relocate to urban areas in order to enroll in higher education programs. In addition, they must cover living expenses such as housing, food, books, electronic assets, and other bills (Challenges in Indian Higher Education, n.d.).

Traditional Teaching Methods – Conventional teaching methods are used in educational institutions; teachers, particularly in early childhood education, do not make use of innovation or mass media to support their lessons. Innovation and the internet are essential components of the educational system, particularly in rural areas. The endeavour undertaken in the mechanical framework will aid in promoting education among the rural populace. By understanding what innovation is, adopting innovative teaching and learning practices, and finding efficient ways to address problems, testing and assessment processes can be made more imaginative.

Privatization - Higher education privatization is a relatively new trend, but one that is necessary to maintain creativity, adaptability, and ubiquity. Globalization and the financial track of progress demand it. In India, the general public's capacity and that of private entities coexist. Approximately half of higher education in India is provided by private institutions, mostly on an unaided, high-cost basis. That being said, the state isn't thought to be particularly truthful. Due to a justifiable interest in increasing benefits, confidential suppliers are motivated to keep costs down by negotiating the type of training that is offered in their foundations.

Inadequate Facilities and Infrastructure – In India, educational institutions and training centers may lack adequate facilities and infrastructure. The layout of educational spaces should include things like clean restrooms, technology, machinery, and appropriate furniture as well as cooling and heating systems that are appropriate for the surrounding climate. These are considered important in the design of education since the real conditions of the educational foundations should be conducive to learning. In schools in rural areas, the offices and the framework are primarily seen to be in an immature stage. Because of this, fewer students would be enrolled, and as a result, steps to improve the foundation and organize offices are anticipated to be taken.

Reward Creativity, Original Thinking, Research and Innovation – Ingenuity, sound thinking, the application of creative techniques, and the study of them all need to be encouraged at all educational levels. These will help to make education enjoyable. There are understudies who don't think learning or attending courses is important, which causes the rate of non-appearance to increase. In order to make the illustration arrangements engaging for the understudies, educators and teachers are thus expected to be inventive in their approach to teaching and learning. Exam processes are certainly something that understudies should become aware with because they are fundamental to higher education.

CHALLENGES IN HIGHER EDUCATION IN INDIA

Even after 69 years of independence, our educational system is still in its infancy. One college cannot be on the list of the top 100 colleges in the world. Over these sixty years, several legislatures came and went. They tried to assist the educational system and implemented various teaching strategies, but they fell short of providing a universe-wide model. In the field of higher education, UGC continually focuses on providing high-quality instruction. We continue to face many problems and difficulties in our educational system. Some of the core issues facing India's higher education system are looked at below:

Enrolment: When compared to other agricultural nations and developed nations, India's higher education Gross Enrolment Ratio (GER) is a pitiful 15%. As school enrolment increases, there aren't enough higher education foundations in the country to meet the growing need.

Equity: GER has no significance in the eyes of different public bodies. Previous exams show that there is a good shift in the gender gap in higher education in India. Provincial variations also exist; some states have very high GERs while others have very low GERs, reflecting significant disparities within the higher education system.

Quality: Higher education quality is a multifaceted, progressive, and distinct concept. Ensuring the quality of higher education is one of the most important issues being examined in India right now. Still, the government is focusing more and more on high-quality education. Many Indian schools and colleges still fail to achieve the basic requirements established in the vicinity of the UGC, and our institutions lack the motivation to compete with the best in the world.

Infrastructure: Unfortunate foundation is just another test of India's higher education system, particularly in the public sector institutions that demonstrate the negative impacts of inadequate real offices and structure. Numerous schools are located on the second or third floor of the building, while copy shops and ready-made homes may be found on the first or first floor.

Political interference: The political pioneers claim a significant share of the educational organizations and play a pivotal role in managing the College collections. They are using the innocent understudies as props for their prejudicial assumptions. Understudies organize campaigns, lose sight of their own goals, and begin to pursue careers in politics.

Faculty: For a long time, there have been obstacles to high-quality education in the form of a lack of faculty and the state educational system's inability to recruit and retain qualified teachers. Numerous NET/PhD competitors are unemployed even though there are openings in higher education. These deserving up-and-comers are applying to various divisions, which is the worst thing that can happen to the higher education system.

Accreditation: As of June 2010, "not even 25% of the complete higher education foundations in the nation were licensed," according to data provided by the NAAC. Furthermore, only 30% of licensed schools and 45% of licensed universities were thought to be valuable enough to be ranked at the "A" level.

Research and Innovation: There exist highly credible researchers in our nation whose works are cited by well-known Western authors. Research in the foundations of higher education is not given enough attention. There aren't enough resources or offices, and there aren't enough quality professors to encourage students. Most study researchers lack partnerships or do not receive their associations on time, which either directly or indirectly affects their research.

Structure of higher education: The Indian education board is confronted with issues such as excessive centralization, bureaucratic structures devoid of accountability, transparency, and extraordinary proficiency. The weight of college regulations has significantly increased due to the growth of affiliated schools and understudies, and the emphasis on academics and testing has shifted to the periphery.

CONCLUSION

The current state of the Indian educational system reflects a potent interplay of potentials, problems, and evolving ideal models. There are encouraging opportunities in mechanical integration, innovative teaching techniques, and a growing emphasis on comprehensive education, even while persistent problems like access disparities and outmoded teaching methods pose significant challenges. However, to fully realize these potentials, significant adjustments must be made to address institutional shortcomings, raise the calibre of instructors, and foster all-encompassing practices. Furthermore, investigating the diverse socio-social makeup of the nation calls for sophisticated strategies that emphasize value and strengthening. To ensure that every child receives a top-notch education that prepares them for the complexities of the twenty-first century, the reform of India's educational system ultimately depends on collaborative efforts from partners across sectors.

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