Students Concern: On The Impact of Revolutionary Change in Educational Sector, A Study in India

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Abstract

The student body is represented by this document. The present difficulties that needed to be taken into account. Education is a field that is always evolving, and with it comes new challenges for both students and schools as they strive to maintain and improve their quality in an increasingly competitive global market. In this study, we compare and contrast public schools, which are overseen and financed by the federal, state, and local governments, with private schools. Questionnaires and literature reviews based on secondary, analytical, and historical data were used to carry out the research.

A right to free and compulsory public education is guaranteed under many provisions of the Indian Constitution. The online and offline modes of discussion center on the nearly 7:5 ratio of public to private institutions in India. NEP 2020 is then emphasized, along with its benefits and downsides, and potential remedies are offered.

Keywords*: Student community, Problems and challenges, online and offline education, NEP 2020*

1. **Introduction:**

In order to grow, develop monetarily, combat imbalance, and minimize difficulty, more people need to have access to better education. In order to prepare for the technological update, we need an educational foundation.

From an intellectually stimulating and intellectually engaging vantage point, questions are being asked at educational institutions on how to make education reasonable. When it comes to complexity, the problems revolve around quantity and quality. Educators are understaffed all over the globe, and those who do work in the field are often pressured to teach a regimented curriculum that places too much emphasis on standardized testing, which is bad for students. Contrary to popular belief, students often lack the foundational social skills necessary for success in adulthood and are ill-prepared to thrive in a dynamic and ever-changing professional environment. A common concern that presents both a problem and an opportunity for change is the transition from finding out how to tackle projects to better meeting the future condition of the organization.

There was no such thing as a compulsory schooling system in ancient India. A parent taught his kid the ropes, usually in relation to his work. Two distinct educational traditions, Vedic and Buddhist, developed much later. Subsequently, the British introduced an educational system that has long since been the norm in India. Consequently, if we go back through time, we can see that the education system and curricula have evolved in response to changes in a number of elements influencing the learning environment. In the present day, technology stands out as the most innovative of these aspects. Therefore, we need to make the necessary adjustments to the present educational system so that students may learn the most recent skills to stay up with the ever-changing global landscape.

2. LITERATURE REVIEW:

- Recent years have seen significant shifts in the educational landscape as a result of the ever-evolving needs of volatile economic conditions. It becomes a complex procedure to integrate modifications into the system when it is already running since the education process is continual. Therefore, it begs the issue of how well the adjustments are working and what the final result will be. Technology that emphasizes skill-based education will guide us into the future of education, according to the newly adopted New Education Policy, 2020. Because of this, knowing how technology can facilitate the necessary adjustments is crucial.

- Right now, the one-size-fits-all method is evolving into personalized internet platforms that can teach people things no one has ever imagined. In 2008, a comprehensive analysis of the state of e-learning education in India was conducted by Sanjay Rajpal, Sanjay Singh, Awadhesh Bhardwaj, and Alok Mittal, all of whom are members of the Indian Association of Educational Technology (IAENG). This study examined the impact of internet technologies on the teaching and learning process in India. The study found that as the number of people interested in education rises, more and more universities in India are investing in distance learning and online educational programs. The study focused on three main areas: the history of distance education, the importance of e-learning systems and environments, and the present state of e-learning.

- Both publications highlight the dynamic nature of the teaching-learning process; nevertheless, they both lack information about the repercussions; and in an effort to address these shortcomings, the new education policy of 2020 was enacted.

1. RESEARCH GAP: -

Understanding the significance of assessment and revolution in higher education institutions is illuminated by the aforementioned pertinent literature research and the NEP 2020. To date, however, there has been little research or reporting from student groups on the following topics: the difficulties students confront; the effects of this revolutionary digitalization on the educational system; and finally, the uncertain effects of NEP 2020 on the current generation. With that in mind, primary data forms the backbone of this study's analysis of the difficulties associated with this approach to education.

METHODOLOGY: -

2. Primary and secondary data (2011–2020) were gathered for this study. Due to its qualitative nature and major emphasis on the state of the school system today, we have employed an open-ended questionnaire, a variety of newspapers and articles, and secondary data gathered from publications over the last few years to compile our findings.

3. This generation's educational system —

4. The figure shows that the number of institutions has increased from 621 in 2011–2012 to 907 in 2017–2018, a growth of about 46.06%. On the other hand, the number of colleges has expanded from 34,852 in 2011–2012 to 41817 in 2017–2018. An rising focus on quality in the pursuit of a better childhood is seen in the significant growth of India's higher education institutions and their emphasis on learning to compete with worldwide standards.
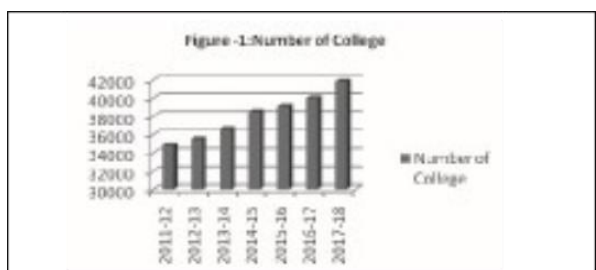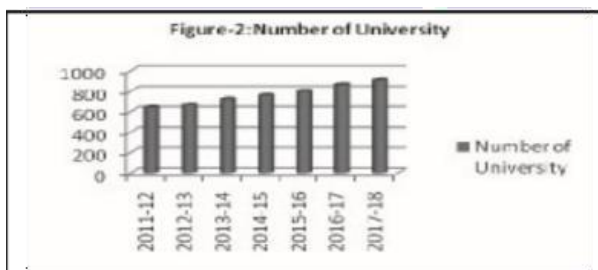
Source: www.aicte-india.org

1. FINDINGS:-

Educator and student surveys were among the various primary and secondary sources used in this study. Our study aims informed the development of the questionnaire that yielded rich data on educational practices.
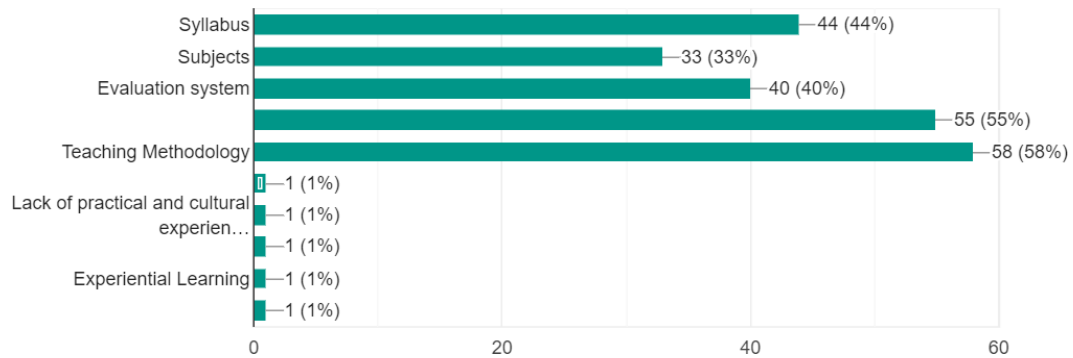
These findings, along with our understanding of it, will be presented and discussed in this section.

1.1. Questionnaire and Responses

Sample Size- 100 People (Including students and teachers) Section 1

1. In which areas of education system gaps are currently present?

100 responses

Area	Count
Syllabus	44 (44%)
Subjects	33 (33%)
Evaluation system	40 (40%)
	55 (55%)
Teaching Methodology	58 (58%)
	1 (1%)
Lack of practical and cultural experien...	1 (1%)
	1 (1%)
Experiential Learning	1 (1%)
	1 (1%)

3. Technology can play a vital role in filling the gaps in our education system.

100 responses

- Agree — 85%
- Disagree — 15%
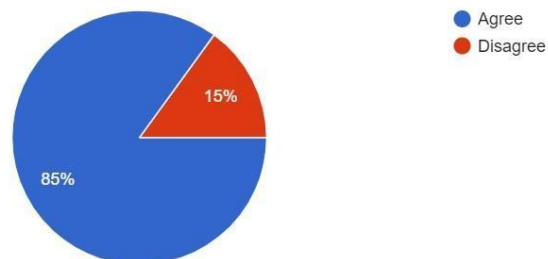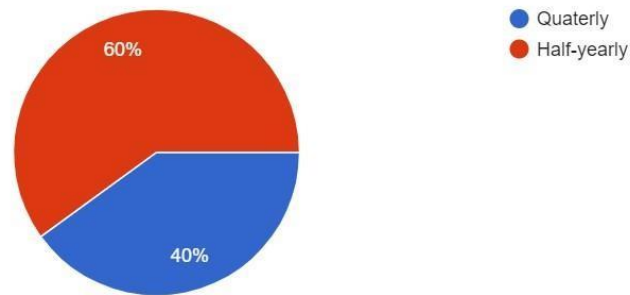
2. Will the New Education Policy, 2020, give a solution to all ongoing problems in education?

100 responses

- Yes, it can solve the persisting problems — 83%
- No, it won't help — 17%
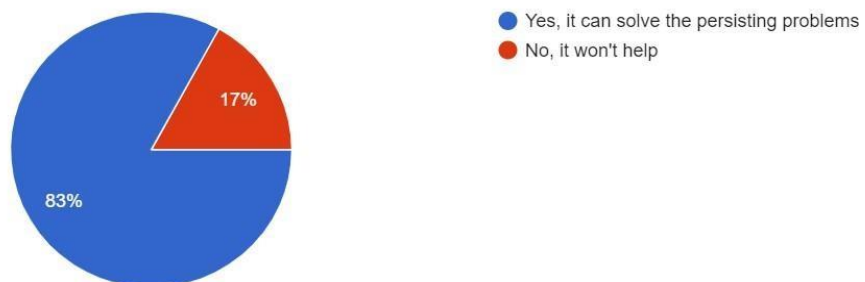
9. At what frequency should the government take progress reports of schools/colleges?

100 responses

- Quaterly
- Half-yearly

60%

40%

10. At what interval should institute take the feedback from students for teachers and other educational institute?

8. Do you think the Ministry of Education should inquire and check progress reports of each educational institute?

100 res 100 responses

- Yes
- No

92%

8%
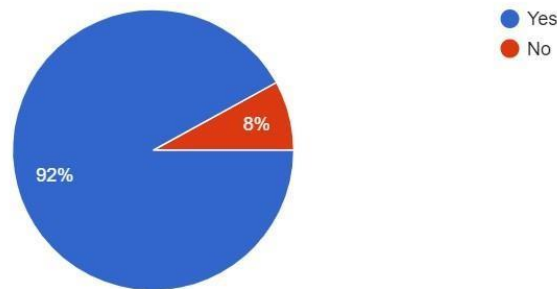
1.1. CRITICAL PROBLEMS AND PROPOSED SOLUTIONS:

Here we lay out the research's findings and observations in the form of problems, the conclusions drawn from those observations and insights, and the solutions we came up with after gauging the problem's severity and the situation's practicability.

1.1.1. Gaps in the current education system:

In India, public schools (at the federal, state, and regional levels) and private schools work hand in hand to educate the populace. In India, there are almost seven public institutions for every five private ones.

Lower rates of completion indicate a distinct value placed on education in rural India compared to metropolitan areas. A high school diploma is earned by 18% of men and 10% of girls, creating a gender imbalance in the classroom.

Success in school depends on both the student and the quality of instruction, yet public and private schools have their share of issues: -

One problem plaguing the Indian education system is the lack of skilled instructors. Teachers employed by the federal government are required to meet standards set by the National Council for Teacher Education under Section 23 of the Right to Education Act of 2009 (RTE Act).

But in 2015–16, 512,000 public school teachers lacked the necessary training out of 6.6 million working at the primary level. The education ministry said that out of 2 million secondary school teachers, around 14% lacked the necessary professional qualifications.
● Recommendation: ○ The government should hire more teachers. ○ Motivate young people to become teachers by offering more benefits. ○ Establish attendance systems to ensure that teachers are regularly present for their duties.

2. Educators are selected solely on the basis of their work history, rather than being evaluated for their credibility and performance. However, it is important to note that experience does not necessarily translate to quality. There are teachers who have accumulated numerous awards and certificates, but their effectiveness in the classroom is questionable. Even though they possess extensive knowledge, they may struggle to convey it due to language barriers or other problems.

Since a teacher's level of experience is not always indicative of their competence, a demo exam should be administered to all prospective employees. It is important for a new teacher to ask their pupils for feedback during their first month on the job. It would be wise for every school to create a brief exam for prospective educators to gauge their subject-matter expertise and communication abilities. Additionally, at least once every six months, students should be asked for their comments in order to keep the quality high.

3. Teachers' biases – Some educators fail to impart proper knowledge to their pupils, and when asked to clarify certain ideas, they often suggest enrolling in their coaching facilities. It follows that low-income individuals will not have access to high-quality lectures. This is why students used to rely on YouTube and other online resources to supplement their offline tutoring and online lessons.
As a result, private coaching centers have sprung up all across India to help students compete for admission to highly regarded universities.

Recommendation: - Either get student input or set up an interactive session where students and higher-ups may talk freely about issues.

Fourthly, grade inflation is a problem in secondary schools in India. These days, kids worry more about their grades than they do about really learning anything; they skip out on practical skills training and job counseling in favor of rote memorization of facts.

The solution is for students to have regular interactive sessions where they can freely discuss what they think is right and wrong, and in doing so, gain a better understanding of their actual field of interest. This will not only improve their learning practice but also help them understand the purpose of education, as sitting with peers their own age boosts confidence and performance.
1. No professional guidance available -

It is widely believed that there is a severe lack of professional counsellors in India's educational institutions, with more than 93% of schools without such support. Both students and parents have significant challenges when it comes to career choices. The normal pressures of competitiveness are there, but there are also disruptive technologies in the unpredictable labor market and the rising complexity of these options. Despite the availability of over 250 distinct profession alternatives in India, a Mindler poll found that 93% of students between the ages of 14 and 21 were only aware of seven career paths.

One reason India is turning out so many unemployed engineers is because of the country's inadequate career advice services. There are a lot of students here getting ready for government employment examinations, engineering exams, or medical exams. The limited number of popular choices forces students to make a hasty decision since they don't know what else is out there or what might suit their interests and abilities better.

The proposed solution is for educational institutions to host regular, small-group seminars where industry professionals can update students on current and future educational and employment trends, as well as the many degree programs and career paths available to them. Additionally, it is imperative that all educational institutions have career counseling departments staffed by qualified individuals who are available 24/7 to answer any questions students may have about their chosen profession.

2. Business-oriented—Private schools want to maximize profits, so they insist that students buy all of their supplies from them. Some of these schools used to charge exorbitant prices for supplies like textbooks and school supplies.

CONCLUSION

Throughout these recent experiences, India's educational system has gone through a number of dynamic scenarios. From a variety of angles, the Indian education system has been working on a number of development efforts. The HRD MINISTRY, which is responsible for overseeing India's higher education system, has been working hard to raise the bar for educational quality and bring it in line with global standards. The quality of education our country offers has a significant impact on the future of our economy and the country as a whole.

However, in addition to these educational reforms and mandates, there has to be a student community where students can openly voice their most pressing concerns, have their voices heard, and have their problems addressed. Only then will issues like how to adapt to new policies, build infrastructure, manage and implement new policies, etc., be addressed.

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