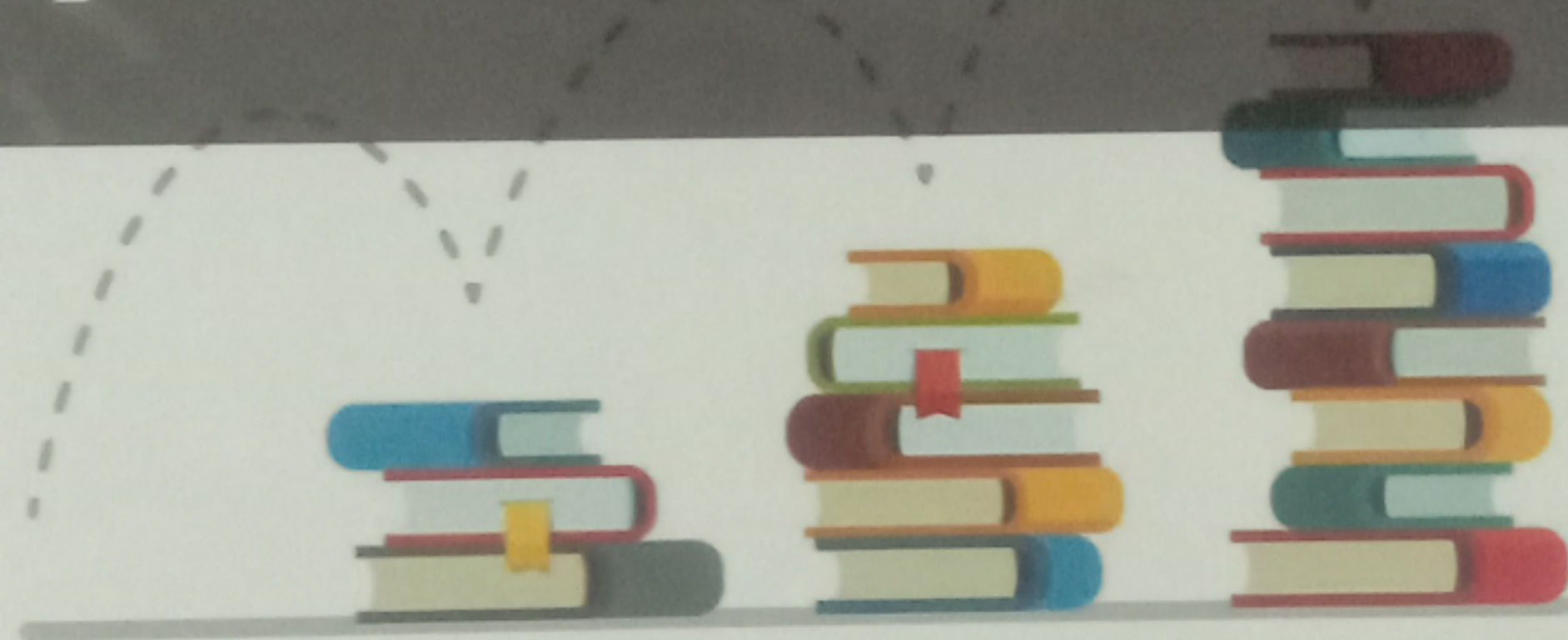


(Volume-1)

Handbook Of New Reforms In Education System And Policies



Edited By:

DR. K. K. BHARDWAJ

DR. VISHAL PATHAK

DR. ANSHU SHARMA

2022



AGPH BOOKS
ACADEMIC GURU PUBLISHING HOUSE

Preface

The authors of this book have discussed a broad variety of issues pertaining to educational contexts. An exhaustive amount of research went into compiling the information and resources that are included in this book. While reading this book, readers will get an in-depth understanding of every topic. This book covers a variety of topics that educate readers on many aspects of the different levels of the educational system. As a result of a great deal of research and discussion, you will find outstanding material in each and every one of these chapters.

This book's chapters have provided some really in-depth information. Readers of this book will gain knowledge about higher education, digital or online education, and many other types of education, particularly those that pertain to students in schools. The writers of this book have discussed the impact that online education has had, both positively and negatively, on both students and teachers. By reading this book, we will also get an understanding of the significant role that educators have in the educational development of students. In this book, the readers will get a great deal of information about online education as well as higher education. There is also a chapter in this book that discusses the digital economy. A few chapters of this book have also explored topics relating to educational policy, preservice teacher education, digital mentoring, and there are a few more chapters.

(ISBN: 978-93-94339-60-6)

CONTENT

Sr. No.	Chapter and Author	Page No.
1.	Higher Education in India Dr. Siddharam. S. Hangaragi	1-11
2.	The National Education policy and It's implementation Dr. Rahul Ratnakar Mahamuni	12-20
3.	A Study on Online Learning Environment Dr. Yaser Qureshi	21-29
4.	Retrospection on Digital Technology in the Field of Education Dr. Rachana Jaiswal	30-40

Academic Guru Publication House

**Handbook of new reforms in education
system and policies**

Volume 1
Year: 2022

AG
PH | Books

Higher Education in India

Dr. Siddharam. S. Hangaragi^{1*}

¹Associate Professor, Dept. of Geography, S.R.N. Arts and M.B.S. Commerce College, Bagalkot – 587101, Karnataka

Abstract

A highly educated populace is a given in any advanced economy. Third only to the United States and China is India's higher education system. Since the country's independence, India has made steady growth in the education sector. India is a developing country, and as such, higher education is critical in fostering the country's population's growth. In recent years, both the number of institutions and the number of students enrolled in Indian higher education have grown significantly. "At least \$9 lakh crore must be invested in higher education to reach a 30 percent GER, according to the National University of Educational Planning and Administration. Over the past two decades, there has been a dramatic increase in the growth of higher education, which may be attributed to private sector initiatives."

Keywords: Higher Education, Knowledge Economy, Technical Education, University.

1 Introduction

Higher education is a key catalyst for the growth and development of a country. When it comes to polishing an individual's abilities and skills in their chosen field, as well as broadening their perspective on the world around them, it is an essential cog. In today's world, a person's existence is largely based on his or her educational attainment. Higher education's aim is to educate and train students in a variety of specialisations, increase their focus on research, and so, serve the community in today's academic landscape. As the world becomes increasingly interconnected, the need for higher education has grown

* ISBN No. - 978-93-94339-60-6

exponentially, and the only way to meet this demand is to provide education of the highest calibre possible. Currently, all levels of education adhere to the credo of excellent education that is comparable to global norms. Higher education has a positive impact on the nation's progress because it produces a highly qualified workforce with specialised knowledge and a significantly better cognitive and cerebral development status than the general population.

a. Brief History of Higher education in India

Nalanda, Takshashila, Ujjain, and Vikramshila Universities were the first to establish a systematic higher education system in India in the first millennium. Art, architecture, painting, logic, grammar, philosophy, astronomy, literature, Hinduism, Buddhism, Arthshastra, law, and medicine (Ayurveda) were some of the principal subjects taught at these universities. As an example, Takshashila was a medical university while Ujjain was a university of astronomy. Nalanda University, the largest of these educational institutions, housed experts in every field. The main reason for this is Nalanda University's worldwide reputation for its innovative inter-disciplinary teaching approach, which is still in high demand in today's world. Lord Macaulay's ideas for a new educational system were implemented during British administration in the twentieth century. In style and content, it was unquestionably a Western education. A lack of recognition of India's old education system by the British government resulted in its progressive obliteration. Also, Mahatma Gandhi likened the ancient education system to a lovely tree.

b. Barriers of Education System in Improving Quality of Higher Education

Quality and quantity go hand in hand in whatever we do as humans. The same is true in the sphere of education. It's hard to tell from 2009's numbers of 504 universities and 25,951 colleges whether or not the country's expanding need for higher education was adequately met. The National Knowledge Commission recommends an additional 1500 universities for inclusion in the 11th Five Year Plan, which runs from 2007 to 2012. (NKC). Growth in numbers is occurring quickly, but the quality of education has yet to be adequately considered. The quality of higher education is being hindered by a lack of suitable faculty, library, and computer laboratory resources.

The following are some of the roadblocks in the way of higher education's quality improvement:

- In the labour market, only a small percentage of students who complete their undergraduate and graduate degrees will be competitive.
- In today's world, transdisciplinary knowledge is one of the most undervalued aspects of higher education.
- In contrast to the rapid ebb and flow of societal change, the curriculum has remained relatively stable for many years.
- Leadership at the highest levels of an organisation is crucial to fostering quality and fostering a forward-thinking approach, but this is not always the case at academic institutions.

Dr. Siddharam. S. Hangaragi

- Teachers' motivation wanes as a result of evaluations based solely on their own experience, and this, in turn, has a negative impact on student outcomes.
- Conventional classroom instruction and poor presentation skills have a negative impact on student interest.
- Self-financed colleges' desire to make more money at the expense of its students and professors has resulted in a lack of suitable facilities and incentives due to the commercialization of higher education.
- Teaching is one of the few professions where choosing a job isn't based on personal interests and abilities.
- When it comes to new recruits, fixed pay has had a significant impact on the educational opportunities available to students. As a result, they become demotivated and unenthusiastic about the vocation of teaching.
- One way to gain a better understanding of current events and challenges in real life is through research. This is not possible due to the enormous workload of ordinary instruction. Teachers who are passionate about their work are the ones who create a workforce that is equipped to deal with the difficulties of the real world.
- Teachers have a lousy reading habit, and they simply show up to class and teach the same stuff for years and years on end. By not receiving this foundational education, pupils are ill-prepared to deal with the actual world.
- It's impossible to learn new things when you don't have the freedom to do so at work or have very little time to do it in a creative way. Even the most qualified teachers are unable to influence their students' futures in this way.

Government of India formed the National Knowledge Commission (NKC) in order to remove these impediments and create an intellectual economy for the country's development.

c. Changing scenario of higher Education

Higher education has undergone an academic revolution in the last 50 years, defined by a shift in perspective and opportunity. There has been a shift in the higher education system over the years toward a more business-like orientation, with all of its stakeholders facing strong rivalry. In the new millennium, the Indian education system, one of the world's largest, faced/encountered huge obstacles. They range from the development of cutting-edge curricula, to quality assurance and accreditation, to ethical value statements, to policy formulation and administration. When it comes to the future of a nation, information is power, and so too is higher education in a technology-driven world.

The current underinvestment in higher education in India is one of the primary causes of the country's underwhelming performance. As the globe has shrunk into a village due to globalisation and the

unparalleled rise of information and communication, competition has emerged as a key driver of progress. Massive investments in higher education are required to assure the availability of highly skilled labour that is acceptable on the international stage. Internationalization of higher education is an admirable goal, but it should not be pursued at the expense of the nation's unique identity, as stated correctly: "Internationalization of higher education is one of the ways a country responds to the impact of globalisation while also respecting the individuality of the nation." Potential foreign participants play a significant role in India's integration into global markets. The Indian higher education system is impacted by potential entrants in all functional areas, including access, equality, and quality.

d. Human resource development initiatives taken by the government

- A national digital library of eBooks on a wide range of disciplines and themes has been established, as well as a programme through which highly qualified teachers from centrally supported schools including IITs, IIMs, and central universities will deliver free online courses.
- "Udaan" is a new special programme for female students introduced by the government of India. By providing free materials and mentoring, this programme will help high-achieving female students transition from public schools to technical schools without difficulty, while simultaneously fostering a greater interest in STEM subjects among students at the high school level.
- The project's goal is to increase the number of female students enrolled in prestigious technical schools by providing financial aid and other forms of assistance that will encourage them to do so and prepare them for future leadership roles.
- Also of note, a mission in honour of freedom fighter and educator Pandit Madan Mohan Malviya has been launched with the goal of creating an effective teaching force via comprehensive efforts to improve teacher preparation, ongoing professional development and curriculum development.
- Unnat Bharat Abhiyan, a programme launched by the central government, aims to bring new technology from the laboratory to everyday life. As part of the plan, higher education institutions would work with local villages to address the issues they face. Water management, organic farming, renewable energy, infrastructure, and a sustainable way of life are all part of the plan. This programme is overseen by the Indian Institute of Technology in Delhi (IIT Delhi). IITs and NITs throughout the country have chosen 130 villages as part of the initiative.
- Rashtriya Avishkar Abhiyan has been developed by the government of India to encourage youth interest in technology by providing support for innovative learning based on observation and experimentation. The emphasis would be on learning outside of the classroom through direct engagement with the surrounding environment.
- India's ministry for human resource development and department of science and technology will "create a channel for US professors in the sciences, technologies, engineering, and mathematics to teach in Indian academic and research institutions on short-term exchanges" under the Global

Dr. Siddharam. S. Hangaragi

Initiative of Academic Networks (GIAN) programme, according to the US Department of State website.

e. Privatization of Higher Education

On a vast scale, India's colleges and universities are being taken over by private companies. As a result of this privatisation, however, the state, judiciary, and India's wealthy elites have not changed their ideological positions. Instead, the state-run system has collapsed, leading to this privatisation. That means that privatisation is weak in both its conceptual and institutional foundations.

There are currently more than 15,000 colleges in India, with a student population of less than 10 million. University Grants Commission classifies more than two-thirds of these colleges as "Arts, Science and Commerce Colleges." There has been a significant increase in the number of professional colleges and private vocational schools dedicated to the IT sector in recent years.

Over the last two decades, higher education has seen its enrollment soar at a compound annual growth rate of roughly 5%. States in the south and west of India have higher enrollment rates than those in the east.

1.7 Suggestions for Improving the System of Higher Education

- To make India's educational system more globally relevant and competitive, new and transformational approaches must be implemented from primary to higher education levels.
- The formulation of curricula, the organisation of expert talks, internships, live projects, career counselling, and placements all require industrial cooperation in higher educational institutions.
- Student exchange, faculty exchange programmes, and cooperation with high-quality national and international institutions are necessary to improve the quality, prestige, and credibility of higher education institutions.
- In order to improve research quality and foster collaboration, the government should foster collaboration between Indian higher education institutions and internationally renowned universities and also create links between national research laboratories and research centres at top institutions.
- The focus should be on graduate students by providing them with courses in which they may achieve greatness and get a deeper understanding of the subject so that they can get jobs after being recruited by corporations, which would lessen the unneeded rush to higher education.

2 Literature Review

(Pandya, 2016) As a result, quality research is lacking in India's higher education because of a lack of competitiveness and an acceptable atmosphere. The history of Indian higher education is extensive, but the current system appears to be ineffective. Increase in absolute terms is excellent, but there appears to be a void when it comes to growth in quality. The Yashpal Committee has done thorough research to

address this issue and has identified issues and made recommendations for improving the quality of higher education. In this essay, we'll discuss the obstacles to higher education, and we'll offer some solutions. Another topic addressed is that of a high-quality PhD. Several proposals are also made in this context.

(Sharma & Sharma, 2015) The country's total development, which encompasses industrial, social, economic, and other aspects, depends on a strong higher education system. The higher education system in India is the world's third largest. Colleges and universities in India have an important role to play in educating the nation's future leaders and preparing them for successful careers in education, research, and other fields. India's higher education system is now dealing with a number of major issues that the government is working to address, and this paper provides an overview of those issues.

(Bhattacharya, 2015) Students and instructors in India are considered well educated, motivated, and diligent. Such brilliant faculty personnel are in short supply in Indian universities and affiliated institutes at the same time. Objective of this article is to investigate what factors encourage IT engineering graduates and post-graduates to choose a teaching vocation and identify the most significant factors. A survey of graduate and post-graduate students at a private Indian university provided the data for the statistical analysis given in the paper. Motivation, Perception, Interest, Professional and Financial Security, Career Choice based on Knowledge and Skill, and finally Inclination towards research were all evaluated in the study. According to the findings, gender has an impact on how people view teaching as a profession, and the semester/year of school has a distinctly different effect on how people think about teaching as a profession. According to a current Indian perspective, the study also examines the current higher education landscape in India and correlates the elements that influence faculty scarcity and career choice. Following statistical analysis, a list of recommendations has been compiled that would benefit and encourage more people to pursue a career in education.

(Menon et al., 2014) Over the last two decades, higher education has seen a remarkable rise in its development, which can be attributed in large part to private sector initiatives. But there are serious concerns that these programmes are half-cooked, inferior and exploitative. They have only contributed to decrease the academic merit of research and push the standards of research into a downward cycle. Problems in Indian higher education, such as the cumbersome affiliating system, inflexible academic structure and uneven capacity across different fields are well-known. The topic "Study on Higher Education in India and the Need for a Paradigm Shift" was chosen for the study because of these problems. A major goal of the research is to examine how various aspects of higher education in India affect students and to examine the numerous steps required to solve real concerns about Indian higher education over the long term, drawing on the lessons learned from other nations. A questionnaire was sent out to 118 people, and secondary data was also used to gather information for the study. Students and educators made up the bulk of the sample. The majority of respondents stated that India's educational standard lags behind that of industrialised nations, and they agreed that the country's present higher education infrastructure is at an average level. According to the findings of the study, it is necessary to

Dr. Siddharam. S. Hangaragi

revise the syllabus and adopt pedagogy in order to bring higher education in China up to Western standards.

(Yeravdekar & Tiwari, 2012) The article examines how the Indian economy is affected by the country's higher education system. As a result, the topic has gained extraordinary national attention and is still the subject of in-depth investigation and deliberation. Even though it's been studied to death, the paradox of economic development and inequality coexists. Pioneering in that it examines the country's economic performance in contrast to other Asian economies via the lens of higher education shortages, this research enquiry is groundbreaking. Systemic flaws must be identified and corrected in order for higher education to have a positive impact on our economy, scholars suggest. For this purpose, a chronology of higher education and economic growth in Nigeria since independence from colonial authority is examined in a research article. In addition, the study examines the current government activities in this area and inquires into the breadth of their application and the evaluation of their merit.

(John & Hasnain, 2020) In today's world, a person's existence is largely based on his or her educational attainment. Higher education's aim is to educate and train students in a variety of specialisations, enhance their focus on research, and so, serve the community in today's academic landscape. Most of the country's top universities and colleges are now publicly sponsored, making tuition for students much more affordable. However, admissions to these institutions are based solely on merit, with a rejection rate of around 90%. Students are increasingly choosing private colleges and universities over public ones in light of these situations. Students are being forced to compromise their educational goals due to the escalating prices of private education and the lack of places in high-quality public schools. There is money, demand, and a market for students to move abroad right out of high school, which is why so many are doing so. It's time to increase the standard for higher education in the country and develop more educational possibilities so that we can keep people who travel overseas for higher education in the country. The development of universities, institutes of higher education, R&D facilities, scientific institutes, and all institutions that provide higher education is supported by the ranking and evaluation of higher education. The government must develop long-term, stable, and robust policies and regulatory procedures. Thus, the educational system's stakeholder groups will feel more secure, which in turn will lead to a significant improvement in Indian institutions.

(Iqbal & Tanty, 2021) COVID-19's impact can be observed in all aspect of our lives. Especially when it comes to the education sector, which has been the most severely hit by the pandemic's ramifications. It compelled a number of major countries to impose a state of emergency, effectively putting the world on hold for a while. This Pandemic has transformed and demolished established methods of doing these things everywhere from large corporations to educational organisations. The educational sector has been battling to stay afloat in the face of the economic downturn. This pandemic has had a profound effect on the teaching, learning, and evaluation processes. In order to deliver a smooth education, the digitalization of education was a requirement. During this pandemic, students in India are having difficulties completing their higher education, and that will be the focus of this study. It also examines the positive and negative effects it has on undergraduate teaching, learning, and evaluation methods, as well as the

actions made by policymakers to ensure that Indian students pursuing higher education have a seamless education. This report also makes some proposals about how we might further revolutionise the process of teaching and learning to improve the experience of both teachers and students during the epidemic.

(Jahan & Selvarani, 2015) Human resources potential in India can only be fully realised if all students have equal access and opportunity. Several characteristics of higher education's capacity, enrollment, student-to-teacher ratio, and other metrics have grown dramatically in the last few decades. Many important concerns have arisen as a result of the country's rapid expansion of the higher education system, which has brought about a number of significant challenges. The current study is of immediate importance to stakeholders at both the national and global levels since it raises awareness of a wide range of concerns that need to be addressed. There is a greater grasp of the current situation in the country's higher education system and how it will expand in the face of the opportunities and problems it faces. The findings of this research shed light on the financial and enrollment elements of higher education in India.

(Gupta et al., 2012) One of the most frequently mentioned reasons for India's economic progress is the country's excellent educational system. India's higher education sector is estimated to be worth around \$40 billion each year. Currently, roughly 12.4% of students in the country pursue higher education. If India's 12.4% to 30% growth rate is maintained, it will require an additional 800 to 1,000 institutions and approximately 40,000 colleges over the next decade. Higher education in India is examined in this study, which also identifies the main issues that the country's higher education industry faces. The government's primary initiatives and proposals are also included in this publication. At the International Conference on India Emerging, held at IBA, Greater Noida, India, on February 24-25, 2011, the views given in this article were first discussed.

(Varga et al., 2021) Based on both domestic and foreign research, we were able to further define the terms "inclusion" and "diversity." We look at the underlying causes and effects of the increased emphasis on diversity in higher education. More than 800 students at the University of Pécs (N: 809) were asked about their involvement in the university's social and academic life, as well as if those with a lower socioeconomic status were more involved. The study found that students from low-income families are underrepresented in large university programmes, but student colleges and other micro-communities are better suited to address these individuals in a personal way and to create an inclusive atmosphere.

(Neelaveni & Manimaran, 2014) The purpose of this research is to determine whether Indian universities have become more effective and competitive. It aims to pique people's curiosity about ways to improve educational institutions' standards. The rapid development of information technology has made sophisticated data collection possible, which allows for continuous monitoring and evaluation. We hope this study will help educational institutions identify how far they have come in terms of implementing globalised educational standards, as well as how far they still have to go to meet the needs of society.

Dr. Siddharam. S. Hangaragi

(Nath, 2015) Higher education is a cornerstone of any nation's success. Understanding the advantages and disadvantages of a country's higher education system is essential. Consequently, the current educational system. India's higher education system has been inferred from secondary data. The National Knowledge Commission (NKC), the University Grants Commission (UGC), and the Ministry of Human Resource Development (MHRD) all play a significant role in improving the quality of higher education in India. There is a wide gap between policy initiatives and their implementation, despite the government of India's various efforts to harness the education system, necessitating new techniques and models to assure quality education.

(Begum, 1963) Higher education institutions must embrace the concept of lifelong education and training in the context of the knowledge economy's rise. In order to sustain the technology society, higher education should produce knowledge workers. Due to the shortage of resources, India's private sector has shifted its focus away from creating knowledge and toward making money, which has resulted in a decrease in educational quality. The Indian economy is affected in a systemic way by its higher education. Higher education institutions are mushrooming like mushrooms. Financial resources, access and equity, quality standards, and careful staff selection are all necessary for success. External education as well as internal self-evaluation must be carried out. We require an educational system that is modern, liberal, and flexible enough to meet the ever-changing demands of a rapidly evolving society and global economy. This industry is in desperate need of financial innovation. An intriguing analysis from the World Bank shows that emerging countries have fiscal adjustment issues because of the heavy reliance on government funding for higher education in these countries.

3 Conclusion

Education's goal is to help students become better citizens of the world they live in. Today's technology is a must. For colleges and universities, it's impossible to picture life without the usage of various educational and intellectual material from digital sites. However, it's important to remember that this shouldn't serve to further entrench existing systems of inequity. Digital divide between the rich and poor should not occur. Due to the diverse socio-economic realities in India, we cannot expect to have access to all of the resources we need. In the ideal case scenario, online learning is accessible to everyone, but it can be a liability if certain groups are unable to take advantage of it, resulting in their exclusion. Because of this, it is imperative to plan for interventions that prioritise increased accessibility, connectivity and equitability when it comes to online education. Colleges and universities should pay attention to the concerns and issues of their students and tailor their programmes and curriculum to meet their needs. Throughout this article, we've outlined the current state of affairs in India's higher education system. We also recognise the difficulties.

We applaud India's Ministry of Human Resource Development (MHRD) for taking on the big task of repairing and revamping the current educational system in order to encourage excellence in higher education in support of the country's expanding economy. Central and state governments can make this endeavour a huge success by working together closely and considering education as a national priority. Furthermore, teachers who are well-equipped, motivated, and dedicated are the ones who are responsible

Handbook of new reforms in education system and policies

for the successful implementation of educational reforms. Educators with these attributes can only flourish in an academic setting that actively supports them financially from both the federal and state levels, free of undue political meddling. Teachers must be at the centre of every educational reform effort if it is to be successful, and this must be a *sine qua non*.

4 References

- Begum, F. (1963). Higher education in India. *Nature*, 200(4910), 939. <https://doi.org/10.1038/200939c0>
- Bhattacharya, S. (2015). A Study on the higher education system in India and factors affecting the choice of teaching career in IT education. *Mediterranean Journal of Social Sciences*, 6(4S1), 62–70. <https://doi.org/10.5901/mjss.2015.v6n4s1p62>
- Gupta, D., Gupta, N., Marg, M., & Engineering, E. (2012). Higher Education in India : Structure , Statistics and Challenges. *Journal of Education & Practice*, 3(2), 17–25.
- Iqbal, Z., & Tanty, G. (2021). Impact of Covid on Banking Industry in India. *Siddhant- A Journal of Decision Making*, 21(2and3), 86–95. <https://doi.org/10.5958/2231-0657.2021.00011.2>
- Jahan, K. K., & Selvarani, D. C. (2015). *Higher Education in India: Issues and Challenges*. <https://doi.org/10.15242/icehm.ed0115098>
- John, S., & Hasnain, S. E. (2020). Higher Education Institutions in Building India a Benchmark With the World ' S Best Universities. *Reimagining Indian Universities*, 12, 15.
- Menon, R., Tiwari, A., Chhabra, A., & Singh, D. (2014). Study on the Higher Education in India and the Need for a Paradigm Shift. *Procedia Economics and Finance*, 11(14), 866–871. [https://doi.org/10.1016/s2212-5671\(14\)00250-0](https://doi.org/10.1016/s2212-5671(14)00250-0)
- Nath, A. (2015). Higher Education in India: Challenges and Government's Initiatives. *Learning Community-An International Journal of Educational and Social Development*, 6(1), 19. <https://doi.org/10.5958/2231-458x.2014.00011.6>
- Neelaveni, C., & Manimaran, S. (2014). *International Journal of Educational Administration and Policy Studies A statistical study on higher educational institutions in India*. 6(9), 190–195. <https://doi.org/10.5897/IJEAPS2014.0378>
- Pandya, P. P. J. (2016). Improving Quality of Higher Education in India. *E-Journal of Languages, Social Sciences and Commerce*, 1, 52–78.
- Sharma, S., & Sharma, P. (2015). Indian Higher Education System: Challenges And Suggestions. *Electronic Journal for Inclusive Education*, 3(4), 1–4. <http://corescholar.libraries.wright.edu/ejie>
- Varga, A., Vitéz, K., Orsós, I., Fodor, B., & Horváth, G. (2021). Diversity and Inclusion in Higher Education. *Képzés És Gyakorlat*, 19(1–2), 70–81. <https://doi.org/10.17165/tp.2021.1-2.7>

Dr. Siddharam. S. Hangaragi

Yeravdekar, D. V. R., & Tiwari, G. (2012). The Higher Education System in India and Its Impact on the Economy. *SSRN Electronic Journal*, 7(8), 787–791. <https://doi.org/10.2139/ssrn.2139894>