Reform in Education Sector and Indian Democracy

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Abstract:

Democracy is a form of government in which people either directly or indirectly participate in the decision-making process of the governing bodies. The largest democracy in the world is thought to be in India. However, talking about modern India, Numerous difficulties have been faced by democracy, including social and economic inequality, unemployment andpoverty, illiteracy, communalism, corruption, terrorism, and population growth. (Sahu-2020.) The present paper focuses on illiteracy as a challenge to Indian democracy.

Education is integral to the development of every community and culture which forms a democratic nation. Literacy is very important for the success of every country. However, in the case of India, removing literacy persists as a challenge alongside some key areas like foundational literacy and numeracy, teachers' capacity building, school-to-work transition, and connecting the unconnected that require intervention. The paper attempts to opine that, the implementation of a National Education Policy, Experiential Learning Approach, Education- Employment Corridor, and Reducing the Language Barrier, etc. can and should happen in a republic country. The argument in the conclusion is that, despite the difficulty, daily quality improvements are possible if one has the motivation. However, we are still missing quality education as expected. To improve the quality of education the concerned experts have to think about the parameters of quality education.

Key Words: Democracy, Integral, republic, Literacy, inequalities, Employment etc.

Introduction:

Developing countries have always given priority to quality education and India is no exception. On the other hand, the concept of quality education has gained attention these days, as everyone has become aware of education, including students, parents, communities, teachers, leaders, and nations, who agree that the matter and method of education are as important as access to education. Statistically speaking, what most people understand as qualityof e-education; is much simpler than the actual crux of the subject. At the beginning of the 21century, when education was understood as more than reading, writing, and arithmetic and as explained at the World Conference on Education, there was a need to broaden the vision ofeducation for all. (Jomtien, 1990) and declare at the WEF (World Education Forum) (Dakar, 2000). A broader definition of quality education is evolving and is being directly linked to critical elements such as literacy, numeracy, life skills, teachers, content, competency, methods, curricula, examination systems, policy, planning, management, and administration. The following stand as justifications for the mention of some of the terms mentioned above:

1. Curriculum: Capacity building curriculum, FLN (Foundational Literacy and Numeracy)/ Competency-based education,

2. Content: content standards, content lifecycle management, content translation andcontextualization.

3. Capacity: Competency framework training needs analysis and Training dissemination.

4. Community: Volunteering, crowdsourcing, self-sustainability.

5. Digital: Devices and hardware connectivity solutions Data.

Objectives:

The present research aims to meet the following objectives:

1. To study the issues faced by the education sector in India.

2. To study the interrelation and effect of these issues on democracy.

3. To discuss methods to overcome the said issues.

4. To elaborate on the role of democracy in overcoming them.

Explanation of the subject:

The NEP 2020 of India aims to enhance the provision of high-quality education for all students, through digital means. The NEP 2020 is in line with the objectives of education in the twenty-first century, from reforming the educational system to developing a strong digital learning system. It emphasizes the development of the innovative capacity of every toddler (World economic forum). This research paper tries to establish that these things can and should happen in a republic country. Literacy is a very important aspect of the success of every country. However, statistically speaking, India still faces a challenge in the removal of illiteracy. The conclusion argues that while the challenge seems insurmountable, quality improvements are attainable on a daily basis if there is the will.

Findings:

1. Important issues affecting India's education sector:

¬ High Dropout Rate:

Every year, a large number of students drop out of school worldwide. This hinders their economic and social well-being in addition to reducing the literacy rate of the country and creating a non-progressive environment. Economic conditions, lack of interest, engagement in domestic work, the poor density of educational institutes, inability to cope up, marriage, and many more.

¬ Infrastructure in Schools:

In schools located in rural areas, a lack of resources can occasionally result in poor infrastructure. Buildings lack infrastructures which include benches, playgrounds, laboratories, or lavatories. From time to time, with the negative density of tutorial institutions, transportation is a mission, and lack of connectivity often effects in negative enrolment and/or early dropouts. Subsequently, due to the number of dropouts increasing the amount of literate human resources supplied to the nation is decreasing. Illiteracy caused due to lack of infrastructure thus challenges the credibility and structure of the democracy.

¬ Problem of Brain Drain:

Due to cutthroat competition for getting admission in top institutes may be challenging academic environment is created for a large number of students in India, So that they decide on going overseas, which makes the use of a disadvantaged of accurate expertise. There is definitely a quantitative growth of schooling in India however the

qualitative front important for a student to get a process is lagging at the back. With most of the skilled human resources lost to other countries of the world, does the Indian economy and standard of productivity takea hit and the stability of the democracy.

¬ Mass illiteracy:

The trouble of illiteracy in India is a matter of high-quality challenge. Regardless of the truth that the country has made exceptional strides in schooling, the literacy charge remains very low. Reasons for Illiteracy in India can be less-educated parents, poverty, population, backward thinking, etc. However, these reasons are not without solutions which include: free education, awareness, and grants. One must realize that only a nation with the most stable democracy could come up with solutions that would do this problem rightfully justice.

¬ Lack of Adequate Attention to Indian Languages:

Indian languages are still in an underdeveloped stage, the medium of due to learning mainly in higher secondary and above instructions for technological know-how subjects is English, ensuing in unequal possibilities for rural students. Additionally, trendy guides are notavailable in the Indian language. A democratic system and a democratic vote would not only throw light upon the problems faced by students educated in a vernacular medium when copingwith English as a medium of instruction.

¬ Lack of Technical and Vocational Education:

Mainly, our educational system is of a generalist nature. Improvement of technical and vocational schooling is quite unsatisfactory, because of which the wide variety of educated unemployed individuals is growing day by day. Mainstream education, while sound, fails to provide for all students as the population of the country is too high with respect to the availability of employment. A democratic vote to bring forth this issue would highlight the need of the hour, hence, availing better vocational and technical courses and a better validity and credibility for the same.

¬ Unaffordability:

Meager incomes at the rural level lead to education taking a backseat. Because of a lackof understanding and financial stability, many dads and moms have a tendency to peer trainingas a fee rather than funding. They might alternatively need their children to work and earn. Moreover, when it comes to higher education, the lack of good institutes in the vicinity forces students to shift to cities, which adds to their expenses. This leads to low

rates of enrolment. A democratic state would allow the plight of rural residents regarding the availability and affordability of education to be brought to the center stage, availing them of apt recognition and a possible solution.

¬ Gender-Inequality:

Despite the authorities' attempt to make sure equality of opportunity for education for each people in our society, the literacy rate of women in India, mainly in rural regions, still remains very low. According to the UNICEF (United Nations Children's Fund), poverty and local cultural practices like, early marriage, dowry, and female infanticide play a big role in gender inequality in education all over India. It is only through a state adopting democracy can we ensure that the problems of women and their deprivation from the right to education can be brought to light.

¬ Lack of sanitation:

Another obstacle to education is a lack of sanitation in schools across the country. The toilets of most schools lack proper and regular turns of sanitation as do the classrooms lack regular maintenance. The availability of a clean and hygienic washroom is but a basic necessity for an educational institution to be viable. The above-mentioned issues prove to be a threat to democracy as not only do they affect the manpower but also affect the efficiency of the work done within the country.

1. Transforming the education sector:

The Education 4.0 India initiative builds on efforts by means of the important country governments and leverages their interventions. The interventions recommended by the initiative can create a tremendous impact on making education more accessible and inclusive to the democratic nation. It can only be made possible by addressing the following:

1. Improving Infrastructure in Schools;

2. Reducing High Dropout by Rate Making Learning Relevant and Developing a Community Plan;

3. Reducing the Problem of Brain Drain by making quality jobs in our country;

4. Mass illiteracy can be reduced by trying some way like providing free education in schools and universities the government;

5. Spreading awareness about the importance of education;

6. Offering grants as scholarships and zero-interest loans to students;

7. Institutions and educational organizations should try to create more digital platforms toteach reducing the Language Barrier;

8. Lack of platform technical and vocational Education; and

9. Enhancing getting to know outcomes by way of the usage of greater adaptive studyingstructures and community engagement.

The report presents a roadmap to enhance India's school education ecosystem and gives out a call to action to all stakeholders in the edu-tech space to come together to transform the sector.

3. Easy way to get to it:

¬ Towards Experiential Learning Approach:

There is a need for the inclusion of problem-fixing and selection-making-associated topics inside the college curriculum to offer a finger-on getting-to-know enjoy to college students and put together them to stand the outdoor world when they enter the body of workers. Experiential learning can benefit most from its capacity to compel each student to take an active part in the learning process, which in turn awakens their emotional intelligence and puts them on a path toward self-learning. Linking artificial intelligence with the academic sector may even facilitate experiential getting to know this would not only ready the human resource walking in to join the workforce for theoretical and practical problems they could encounter.

¬ Implementation of NEP (2020):

The implementation of the NEP can help shake the education system from its slumber Moving away from the current 10+2 system to a 5+3+3+4 system will carry the preschool age group officially into the education set-up. This avails the centralization of the education systemdown to the very formative years of the learners ensuring that the learners start their process offormal education at an equivalent baseline.

¬ Education-Employment Corridor:

India's educational setup needs to be enhanced by integrating vocational learning with mainstream education and providing the right mentorship at school (especially in government schools) to ensure that students are guided in the right direction from the

beginning and are aware of career opportunities. Many students in rural areas have high-quality abilities and are influenced to study however lack the proper mentoring. This is required for the students and for their mothers and father to be able to in a manner also lessen the gender hole in education.

¬ Reducing the Language Barrier:

While retaining English as a means of schooling for global understanding (EIU), it's miles vital to provide different Indian languages the same significance, and special publication agencies can be hooked up to translate resources into a spread of languages so that every Indian student has an identical opportunity irrespective of their linguistic heritage. This increases not only the availability of resources but also boosts the scope of reference books and their application.

¬ Taking a Note from Past to Future:

It is critical to look to destiny whilst keeping our lengthy-hooked-up roots in thoughts. There's a good buy to examine from the 'Gurukul' system of historical India, which focussed on the holistic development of past lecturers, centuries earlier than the topic became a buzzword in cutting-edge-day education. Ethics and cost schooling in school remained at the centre of studying within the historical Indian education device. Values inclusive of self- reliance, empathy, creativity, and integrity remain a primary area from ancient India that holds relevance even these days. The ancient evaluation of education became no longer constrained to grading thematic knowledge. Students were assessed on the talents they found and how properly they can observe realistic expertise to real-lifestyle situations. The modern education system can also devise similar systems of assessment ensuring that the human resource leaving the education systems as prospective manpower for the future of India are ready both emotionally and theoretically to tackle the issues the world might throw at them.

4. Keys areas that require intervention:

By taking a glance it identified four focus areas for interventions: teachers' capacity building, school-to-work transition, and connecting the unconnected and foundational numeracy and literacy (FLN). It is categorized under five building blocks, namely: digital literacy, capacity, content, curriculum, and community.

¬ Foundational literacy and numeracy:

To give example, in FLN, a major gap identified is the lack of "byte-sized" content

in early learning that can ignite a child's interest, and engage parents who may not be educated. Some digital tools like examine-aloud, storytelling, interactive content material, flip books, and the usage of the net can deal with these demanding situations. FLN solutions are centered on the following standards: the capability of the answer to interplay with the house surroundings and the relevant participants; the adaptability of the answer; as a way to reach parents and groups inside the remotest and most resource-challenged places. Garnering attention from both the learner and the learner's parents would not only bring about the importance of education but also assure the parents about the substantiality of the topics studied.

¬ Teachers' capacity building:

Improving teachers' capability to supply education in more modern codecs is important, as is their buy-in and involvement in creating and presenting tech-enabled curricula. To strengthen teachers' capacity building by improving the quality of teachers' training, linking training with career progression, and involving teachers in designing capacity-building programs.

¬ School-to-work transition:

School-to-painting transition is also vital as specializes in making college students task-equipped in an unexpectedly evolving employment landscape. A higher percentage of Indian schools still don't include vocational education in their curricula. Students can increase their skill levels and find jobs that are a good fit for them by using digital and hybrid models.

¬ Connecting the unconnected:

The worldwide pandemic has no longer best made digital learning significant to teaching worldwide, it has additionally widened the virtual divide, leaving those without gadgets and internet connections further in the back. By the UDISE system survey in 2020-21, 41.3% of schools have computers, and 24.5% had internet. This implies the need for interventions to help schools at every level connect more effectively. It should always act in maintaining the true spirit of democracy & amp; try to keep pace with the changing situation of the country. These methods of combating the problems might seem difficult to implement but are not impossible considering the leaps and bounds that India has made regarding various different policies. Not only are the issues a threat to democracy but also only democracy is a hope for a probable solution.

Conclusion:

From the above discussion, it can be said that though India is considered one of the largest democracies in the world, in practice, there are various emerging challenges or issues that are responsible for creating obstacles in the smooth functioning of the democratic republic of India. However, it is a matter of discussion that despite the elapse of seventy-two years of independence since 1947 in India, there is one most important issue that is illiteracy, which threatens the backbone of democratic governance. In the modern world, this problem is not impossible to remove. Those problems may be solved with the aid of the cooperation of the people. We know the importance of quality education. It directly affects all aspects of the growth of a country and helps the country to stand high in the overall platform. In India during the eras of seventy years, higher education has developed a lot in terms of quantity. However, we are still missing quality education as expected. To improve the quality of education the concerned experts have to think about the parameters (such as enough infrastructure, updated curriculum, skilled faculties, learning resources, financial help, and well-planned guidelines) of quality education.

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