

21st Century Dimensions in Indian Education System & Teaching Approaches

Lalit Gehlot

Department of English

Swami Keshvanand Institute of Technology, Management & Gramothan, Jaipur, India

Email: bikaneruniversitylalit@yahoo.com

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Abstract: In the classroom

In the digital world it is a must that a student immediately feels the benefit of the content you are teaching. So, never start with a typical 'Welcome' or 'Here's what we're going to learn today'. Instead, begin your content with headlines and with hooks. Students only pay attention in classrooms if they see how your content is beneficial for them and should also feel the pain of missing this benefit of the lecture. Students want something absolutely super powerful, 100% attention grabber gold in the form of teaching and that too right now.

The traditional "chalk and talk" method of teaching, which has persisted for hundreds of years, is now showing inferior results when compared with the more modern and revolutionary teaching methods that are available for use in schools today.

This is the time of Infographics or VAK (Visual, Audio, and Kinesthetic-- Kinesthetic is feeling the material; BBC is recommending students to use Prezi software for preparing presentations rather than using traditional software; web portal of Pinterest is also recommended to do group task; using one liners also helps in speeches like 'Chopsticks are one of the reasons the Chinese never invented custard.'

Key Words: T E(Teaching Education), LDS(Loreto Day School), English Teaching(ET), ICA (Indian Computer Academy), NCHER (National Commission for Higher Education & Research)

1. THE FRAME OF EDUCATION IN INDIA

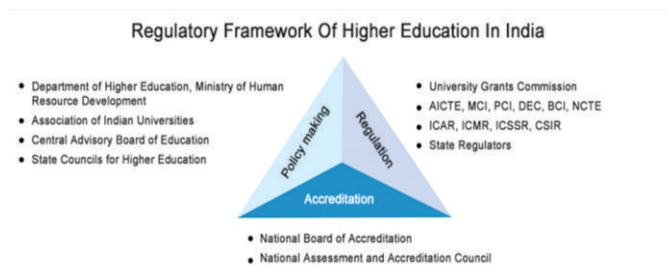
Prof. Narayan Guru once said: "Reform the practices yourself or rules will replace you." [1]

Indian education is lagging and the period of 1975 to 2014 is called 'forty years of stagnant metamorphosis' because TE has not changed much after 1970s. The principal responsibility of reforming TE lies with teachers to bring change in the education system of schooling – primary, secondary or tertiary. Why did the Bloom's Taxonomy fail? We actually don't know this concept. The following reasons are making teaching weaker. (Gafoor & Ragisha 2012). [2]

- Inadequate or marked deficiency in teacher trainees
- Several teachers just dictate the facts of concepts
- Teacher & student copying down from previous records
- Unscientific allotment for teaching
- Abundance of written work

- Unaided institutes give extra work to teachers
- More importance to written examinations

The higher education in India is controlled by various statutory agencies, such as the All India Council of Tech. Education (AICTE), Bar council of India (BCI), Council of Architecture (COA), Indian nursing Council (INC), Medical Council of India (MCI), National Council on Teacher Education (NCTE), Pharma Council of India (PCI), Distance Education Council (DEC) & University Grants Commission (UGC) and many others.



For decades, we have followed the policy of dividing our educational enterprise into cubicles rather than spreading a global approach to get educated for social progress. Ultimately we are targeting subject courses over the common goal of education to bring about a positive transformation of society. It is written in the Yash Pal Committee report on higher education: "Certain Reflections by Teachers: The universal approach to knowledge demands that boundaries of disciplines be porous and scholars be constantly on guard against the tendency towards capitalization of knowledge." [3]

The committee to advise on renovation and rejuvenation of higher education in India, National Commission for Higher Education & Research (NCHER) led by Prof. Yash Pal, did a praiseworthy job and gave recommendations into five directions to improve education in India.

1. Disconnection between research bodies & universities
2. Architecture of learning
3. Structure, expansion and access
4. Governance and autonomy
5. Working of NCHER

According to the report:

- 99% teachers agree on not opening a single discipline or specialized university under the former dimension.
- 30% teachers disagree that only UG courses should be taught at the university under the second dimension.
- 72.8% teachers are in favor of inviting foreign universities into India
- 97.6% approve students as the best authority to judge their teachers.

Introducing NCHER in India to control all types of education of discipline thus may bring revolutionary changes by merging the other centralized authority like AICTE will submerge under NCHER to form a single governing authority.

2. CASE STUDY: A BIG SUCCESSFUL VENTURE FAILED BY MONEY GRABBERS IN INDIA

Reflecting on the present scenario of education in India, we can take one case study of Indian Computer Academy (ICA) Bangalore which failed because of certain existing reasons in India.

It was the first of August 1993 and the Washington Post featured the headlines “Indian Foreigners Build Silicon Valley in Bangalore”. Surprisingly it was closed in 1994. It was a venture of a Boston businessman who talked to Harvard people to start this academy because of temperate climate and the easy availability of young aspirants in Bangalore. Dr. Regeti Govindarajulu (<https://iiit.ac.in/people/faculty/gregeti/>), a professor of computer science at the Regional Engineering College, Warangal took care as an academics mentor of ICA. The academy was opened to students in January 1992-1993 after the work progress of eight years; P. Chidambaram was a distinguished guest in this inaugural ceremony. Citibank and Mothercare -- two big companies—came into conflict with the Dr. Regeti. These two were the investing authorities for ICA and wanted to retail education; but Prof. Regeti was not ready for it. Because of this conflict between the business houses and academics ICA kicked the bucket.[4]

If a successful educational academy like ICA can close down, the education system in India is not safe. It has to be understood that imparting education can't be treated as a business venture of a money-minded tycoon who does not understand the aim and value of an educational institute.

3. OUT OF CLASSROOM

Various government initiatives are being taken to boost the growth of the distance education market, besides focusing on new education techniques such as E-learning and M-learning.

India Educational Investment Fund (IEIF), an early stage impact investment fund focused on the educational sector and funded by Dell Foundation, has made its first two investments in education-based startups: Report Bee and Guru-G.

Tata Institute of Social Sciences (TISS) launched the ‘School of Vocational Education’ program to offer vocational training courses in 20 sectors or verticals in association with relevant training partners in 25 different cities across India.

The Government of India has launched a website, Vidya Lakshmi (www.vidyalakshmi.co.in), for students seeking educational loans. Nearly 13 banks have registered 22 educational loan schemes on the Portal and five Banks including SBI, IDBI Bank, Bank of India, Canara Bank & Union Bank of India have integrated their system with the Portal.

4. CONCLUSION

This article is meant to give an insight into the current experimental approach for improving the education system in India. Some organizations like LDS or ICA academy and authorities like NCHER or Marvin Watchman Fund for International Education are showing the exact condition of the education system in India. All the mentioned details and cases pave a new path to accomplish the mission of reconstructing the Indian Education System.

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