# Different Aspects of Emerging Trends of Indian Education

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## Abstract

Our country India belongs to a third world country. So in a country like India education has to play a crucial role in social transformation, social change, and national development. But for that we have to accept the current trends and development as well as new innovations in education. The present area in Indian education is very significant and crucial both in terms of quantity and quality. The existing political, social and economic structures have their impact on education as they give rise to educational problems. On the other hand new educational policies and technological advancement and development has posed new challenges and encountered with new problems in re-orientation and re-organization of education at all levels.

So the policy makers, educational planners, teacher educators, teachers and every person concerned with this field should have knowledge about the emerging trends and issues in education. This paper is an attempt to give a study in emerging trends in education from its different aspects.

**Keywords:** Social transformation, social change, and national development.

A multidimensional effort for the transformation of Indian life starts 1947, after the achievement of independence, which has been for a long period under colonial rule. After making of the constitution of Indian democratic efforts were promoted and available resources find very little scope within the inflexible 'steel frame'. A critical evaluation of the education system in India began, with the appointment of the University Education Commission in 1948. Several Educational Committees and Commission of Indian Education. And in spite of innumerable limitations educational innovations have been emerging in India under the impact of unrelating expectations of the masses, the urgency for rapid economic growth and the necessity to strengthen and protect democratic values as a way of life. The major needs for educational development in India are – (1) universal elementary education for the age group 6 to

14 years, (2) improvements of standards, (3) Curricula changes which would meet the national values and goals and improves productivity, (4) improvement in educational planning and administration.

And in respect with this needs new areas emerged in the educational field which we may call an innovations in education. These are resource mobilization, structural changes, curriculum development, introduction of new teaching learning technique, technology based educational system etc. For an integrated development of education system every person concerned with education should have knowledge about the emerging trends and issues in education. The emerging trends of educations are discussed as follows :

**A Resource Mobilization:**

Mobilization of resources of schools is an important concern for poor rural India. This aspects may be described through following dimension –

1.  School Improvement Movement – The school improvement were first started in Tamil Nadu. Rural India is economically underdeveloped. Therefore children in rural India are hungry. They are poor. Therefore, arranging for midday meals in schools has been emphasized as a major method for including children at the primary stage to enroll in a school. In Tamil Nadu a public movement be organised in 1956 by Education Department to supply free mid-day meals and a pilot project was initiated in 1958 in the National Extension Srulee Block of Kadambattur which includes elementary school buildings, painting of blackboard, a small library and provisions of pure drinking water. The threefold programme enabled the community to increase not only the levels of enrolment and attendance but also the quality of education. A rapport was made between the school and community which was missing in the past. The Director of Public Instruction noted : "The school improvement movement concentrated upon the creation of a self confident, self-reliant and self-sufficient rural society, vigilant about and actively participating in the promotion of educational activities, rather than amassing wealth for the school'. careful planning and implementation of the school improvement account for its success. The successful efforts made by the contributions of teachers, parents and community.

2.  Constructing better and low cost several buildings – around 30% of school buildings in India were constructed for school purposes and remaining 70% are provided by private houses, temples, village – panchayat offices and available structures a village can offer. The Central Buildings Research Institute in Roorkee has undertaken to tackle this problem both from technical and the educational view point. The child anatomy, the individual space required, the shapes and sizes of classroom most convenient for the changing patterns of the curriculum, storage space, fixtures and furniture, proper lighting and ventilation have been examined by the CBRI. Due to expensive material CBRI is now investigating the possibility of utilizing local materials available in different parts of country and making their design more flexible.

3.  The Gram Shikshan Mohim – The Gram Shiksha Mohim is another effort by villages and community started in Satara district of Maharastra in 1960 and awarded by UNESCO in 1972

for village education movement. Each village was encouraged to appoint a special Gram Shiksha Committee composed of representatives from many local interest such as social and political leaders, officials, co-operative society farmers' unions and teachers. A door to door census was conducted to find out of illiterate, adult men and women. The reading materials for the classes are provided by the State Govt. and these consist of charts, strips and booklets which consists simple lessons on matters of daily life, agriculture, health information about their state etc.

4. Inexpensive Pre-school Centres – Some state have taken innovative approaches to the provision of pre school services particularly pre-school education. The centres are called 'balwadi'. Their view point are to improve the health productivity of the population as a whole and for preparing a strong base for universal primary education. This programme also laid the opportunity for a job for needy and able village women.

## B. Structural changes :

Some structural changes have made which may also considered as a trend in Indian Education.

1. National Council of Educational Research and Training (NCERT) is an example of structural innovation within the education system which was established in 1961 for promoting a large scale programme for the improvement of school education. The NCERT has prepared several publications, contributed significantly in the field of curriculum development particularly in science and social studies. The international contacts of the NCERT have increased with beneficial effects on its beneficial standard of work.

2. State Institute of Education (STE) – In 1963 the ministry of education offered the states the scheme of the State Institutes of Education with full financial assistance from the central government. This was considered an improvement of education which were expected to be launched during the fourth five year plan. It was concerned with the field of planning and implementation of programmes of qualitative improvement.

3. State Board of Teacher Education (SBTE) – State Board of Teacher Education was first established on Maharastra district on 1967 and for the first time it brought together educational experts and teacher educators from pre-primary, primary and secondary stage. The Board of Constructs fairly modernised curricula and examinations for pre-primary, primary and secondary teachers.

4. Central Institute of Indian Languages – Establishment of Mysore Central Institute of Indian Languages is one of the important innovations supported by Govt. of India. The institute is expected to undertake innovative measures and to conduct training courses for developing methods, materials and aid for teaching Indian languages scientifically. It also gave emphasise on research domain of different aspects of Indian languages. It is a striking example if the need to create non-traditional structural arrangements for the implementation of innovative policies like India's National Policy on Education and policy on languages.

5. Indian Council of Social Science Research – In India, the Council for Scientific and Industrial Research was established as early as 1944 for promoting research in the natural sciences; but

there was no similar agency to promote research in the social sciences. The Indian Council of Social Science Research was established by the Government of India as an autonomous body in 1969 to meet up this gap. May innovative work has been done by this Council.

## C. Curriculum:

May innovations are included in curriculum, they are as follows:

6. Inclusion of work experience in the secondary school curriculum – The Indian Education Commission stressed the need for changing the bookish character of school education by introducing into the curriculum a programme of work experience. Because we belong to a third world country and faces problems like poverty and unemployment. Therefore, it is necessary to implement work based curriculum to overcome this situation. This programme was two fold. On the one hand elementary activities related to technology and agriculture for in-school youngsters. On the other hand a new curriculum combining general education with occupational training for immediate use for out-of-school was proposed to meet the need of hours.

7. Industrial Instruction – The present traditional system of instruction is highly group-oriented. It is really very painful to see the plight of the traditional instructional process by which students of widely different abilities are grouped together for class room instruction. The effort to individualised instruction have recently appeared in many forms on our educational scene. NCERT was developed suitable materials for various subjects at different levels. Individualisation of instruction can mean that the teacher works on a personal, one to one, basis with each student. This essentially means a tutorial system which is normally followed in teacher-pupil relationship.

## D. Change in Traditional Teaching Learning Process :

The process of Teaching-Learning has now been changed to meet up the needs of the learner. New methods and techniques have been developed on the basis of research findings. Modern Teaching-Learning Techniques are followed by psychological principles of teaching or psychology of teaching and learning. The important principles are – proceed from simple to complex, from concrete to abstract, general to complex, known to unknown, from induction to deduction and arrange for frequent reinforcement. Different innovative techniques, instructional media, strategies and instructional technology has been developed. Computer-Assisted Instruction, Personalised System of Instruction and Learner-Controlled Instruction has now been developed as current trends in Teaching-Learning..

## E. Teacher Education Programme:

A nation is built by its citizens, citizens are moulded by teachers and are made by teacher educator. In current education system teacher education programme plays an important role in shaping and moulding the habits, manners and above all the character of student teachers to become an effective teacher. For this the National Council of Teacher Education was established and many teacher education

institution were also established in different states for systematic organisation of teacher education among preservice and in-service teachers.

## F. The School Complex:

Among the ideas proposed by the Indian Education Commission for the greater involvement of teachers in education planning and development that of school complexes has found favour with many states. The main objective of forming school complexes was to remove the isolation in which most school functioned and to establish a natural channel for communication, co-operative thinking and collaboration among teachers of primary and secondary schools as well as colleges.

## G. New Agenda of Governance of Education:

Equality, Access and Inclusion are the new agendas for education of 21$^{st}$ century. Terms such as 'access', 'equal opportunity', 'equality of outcomes', 'affirmative action'. However the key concept is 'equity' conceived as fairness, equality of treatment were comparable features and conditions pertain and opportunity to participate and contribute, without hindrances through prejudice and discrimination. Therefore 'Good Governance' of higher education and its concern for equity, access and inclusion can successfully promote social cohesion in our country and pave the new way for better balance society.

## H. Emergence of New Areas in Education :

Many new areas have emerged in the field of education for achieving equality, national goals, democratic values etc. These are – value education, human rights education, environmental education, women education, education of backward classes and education of the children with special needs. Thus people of our country can able to meet up the challenges of rapid social change and also aware about the democratic values of our country.

## Conclusion:

Each educational project has not been based on entirely new ideas, but has often consisted of the pragmatic adaptation of an old idea in the light of the current situation. This is also true for current trends and innovation in education which has derived from the problems and needs of our education system. The magnitude and urgency of the challenges to be faced in a developing country such as India are usually to be found in inverse proportions. Most innovations attempted so far India highlight greater input of human effort than of finance with strong administrative leadership as well as the persons concerned with different field of education many ideas and innovations become unsuccessful. But it is the responsibility of our teachers to fight with these hindrances and to apply new innovative ideas, techniques and methods through their teaching-learning process.

Educational planners, administrators and teachers have to function in a situation for the continuing dilemma of the imperatives of change and development on the one hand, and the severe the other.

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