"The Educational Reform Movements and It's Influence on Schooling"

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Abstract:

Reforms in the Indian education area have been one of the highest preferences at present and continuous endeavors from all corners, departments modernize towards the education system in the country to lay out rightful approach in education, all the educational reforms can be achievable by the effective and efficient execution at all levels. At present throughout the world public schooling system becomes day by day strong hence an immediate change can be made without any delay for success in education in the form of modifications in curriculum, introduction of skill-based courses, varied choices in the programs/subject's selection, assessments/testing, career and guidance to fasten the loopholes of unsuccessful education structure.

The present study explores the dawn of the education reform movement, then evokes its accepted features and verifies this movement influence towards best teaching and learning in schools. And also propose that the influence of this movement on overall standards of education systems to succeed in improving fairness in education systems, the findings reveal that, by strengthening integrity in schools, building teacher professionalism, collaborative practices and strengthening 21st century public education systems as whole.

Keywords: Education, India, Influence, Movements, Reform, Schools

Introduction:

India is a beautiful country in South Asia, and is the 7th largest country by area, the 2nd most populous country with over 1.2 billion people and the most populous democracy in the world. Educational reform is a transformation plan and movements, which tries to bring about a systematic change in educational theory and practice in the level of basic and higher education

in a community and society. Education was not centered on children and youngsters, but it focused on religious and social renewal. It was envisaged that the new education would bring about new people, a central theme developed at all levels of mankind. India has created one of the largest education systems in existence today, however, despite the extraordinary developments in the last decades, further reforms are necessary. The Indian government, recognizing the true importance of education in the 21st century, has made a firm commitment to creating a knowledge-based society through legislation. Globalization brings numerous opportunities for India, more than half of India's population is of working age, and according to forecasts, by 2020 one quarter of the world's labor force will be made up by Indians.

The education system of the subcontinent's largest country attempts to adjust to the challenges, but there is no doubt about the need for reform, in the past years, India's governments have consciously striven to correct the errors of the old system, to adopt new developments, and to build a knowledge-based society that privileges creativity and innovation. But now Indian education system needs serious reforms and changes from grass root level, to judge the student's talent has only one parameter i.e. percentage in board examination, at present there is no practical knowledge in our education system, our education system mainly focuses on theoretical knowledge.

Our education must be all round developer it should be based on creative rather than mugging, practical/visualize education must be promoted and the study suggests that one product of globalization in education is a belief system that guides education policy-making throughout the world called the educational reform movements. It explores the origin of this movement and describes its most common features and how this global movement impacts teaching and learning in school, suggests that the impacts of this movement on overall quality of education systems have been negative and argues that international student assessments prove that, instead, alternative education policies succeed in improving quality and equity of education systems, these include enhancing equity in 21st century schooling, building teacher professionalism, encouraging collaborative practices, promoting trust-based in the future.

Objectives

1. Assess the educational reform movements and its influence in schooling in India.
2. Explore the education system of the future.
3. Analyze major trends and problems about educational reform movements.
4. Discuss suitable solutions for better educational reforms in the country.

Methodology: The present study is based on secondary sources evidence gathered for the reviews came from research articles, journals, government data, position papers, websites etc.

which are all related to the "The Educational Reform Movements and its Influence on Schooling."

Delimitation of the Study

The study was delimited with the educational reform movements and its influence on schooling in India only.

Education Reform in India towards Power of Knowledge and Information:

India has created one of the largest education systems in existence today. However, despite the extraordinary developments in the last decades, further reforms are necessary. The Indian government, recognizing the true importance of education in the 21st century, has made a firm commitment to creating a knowledge-based society through legislation. Globalization brings numerous opportunities for India, which the South-Asian country could turn to its advantage due to its demographic and economic potential. More than half of India's population is of working age, and according to forecasts, by 2020 one quarter of the world's labor force will be made up by Indians. Job creation is of central importance to the government, for its success can become the engine of economic development at later stages. In the Age of Information society, however, there is only demand for a well-educated, professional work force therefore, education is of paramount importance. The education system of the subcontinent's largest country attempts to adjust to the challenges, but there is no doubt about the need for reform. In the past years, India's governments have consciously striven to correct the errors of the old system, to adopt new developments, and to build a knowledge-based society that privileges creativity and innovation. Reforms in the education sector have been one of the top priorities of the governments in India and constant efforts have been taken continuously to effectively revamp the education system in India to provide equitable access to education, but all educational reforms at school level can only be possible if it is implemented properly, which an extremely difficult challenge is. For a democratic country like India with such a diverse population, implementation of best educational reforms becomes a tough task owing to its varied political, economic, social situations etc.

Developmental Levels of School Reform Movements:

❖ Evidence-based and digital education

❖ Developing a teacher community

❖ Discovering a value of data and how to use it

❖ Experimenting with enquiry and creating procedures

❖ Focusing on teaching and learning

❖ Connecting whole-school ownership of reform work among students, staff, parents etc.

Public Education in India:

The British introduced modern school system into the country in the 1830s, as a result of which the close relationship between master and disciple ceased to exist, and the curriculum featured primarily natural sciences. According to Article 45 of the Constitution of the Republic of India, education is compulsory for children aged 6-14, but the government encountered difficulties in attempting to enforce the article in certain areas even at the end of the 20th century. In the 1980s many legislative acts were passed to enforce compulsory education regulations and to develop elementary education. Women's participation in education was minimal at the beginning, but by 2001, with government support, more than 50% of all women could read and write, in India's current education system both government and private sectors are represented, where maintenance of state institutions falls under the purview of the central government, single state governments, and local communities, in addition to numerous and varying kinds of private schools. Education is pursued on three levels: elementary, middle, and higher. The lower section of elementary education comprises five years, then follow three years of upper elementary, and four years of middle school then at universities and colleges there is three years of Bachelor's, two years of Master's, and in certain cases three/five years of Ph.D. degree.

Indian Educational Policy and Reforms

❖ *Study Webs of Active learning for Young Aspiring Minds is a programme initiated by Government of India to achieve the three cardinal principles of education Policy viz., access, equity and quality to take the best teaching-learning resources to all, including the most disadvantaged.*

❖ *The National Digital library of India developed to help students to prepare for entrance and competitive examination, to enable people to learn and prepare from best practices from all over the world and to facilitate researchers to perform inter-linked exploration from multiple sources.*

❖ *Unnat Bharat Abhiyan is to leverage the intellectual capital of higher educational institutions for the upliftment of rural India.*

❖ *The Pandit Madan Mohan Malaviya National Mission on teachers and teaching is designed to address issues related to teachers and teaching.*

❖ *Impacting Research Innovation and Technology is a joint initiative of IIT and IISC supported by Ministry of HRD to address the major challenges in science and engineering that the country needs to address for becoming self-reliant.*

- ❖ *The Uchchtar Avishkar Yojana (UAY) scheme is launched with a view to promoting innovation of a higher order that directly impacts the needs of the industry/industries and thereby improves the competitive edge of the Indian manufacturing.*
- ❖ *Prime Minister Research Fellows (PMRF) scheme is launched to support 1000 bright undergraduate students every year, for direct admission in the research programs in the reputed institutions like IISc, IITs, the fellowship carries a lot of social recognition and it ranges from Rs 70,000 to 80,000 per month for 5 years period.*
- ❖ *Smart India Hackathon initiative is to promote innovation in the students by encouraging out of the box solutions for common problems faced by the society at large.*

Successful Education Reform Goals:
- ❖ Must have reasonably well-designed policies or programs
- ❖ Institutions and the people who work in them which need to be trained to effectively implement all types of educational reforms.
- ❖ Students, teachers, parents, community etc. need to unify around the common goal of education reform movements in schooling system.

Conclusion

Educational Policy and reforms are essential elements of a country's progress. Since education deeply influences socio-economic outcomes of a nation, India is one of those countries which have given due emphasis on educational policy and its reforms from time to time. Since independence governments of the day have implemented several procedural and structural changes in our education system. One way to debate about whether a particular educational reform was a success/failure is to examine how deeply that reform managed to reach down through the levels of the educational system to its school level. Reformers have had the most success in shaping the system at the rhetorical level, by changing towards school system. And with the right people and the right proposals they have even been able to remake elements of the system at the level of formal structure, by changing curriculum guidelines and school district administration. But reformers have had a much more difficult time effecting significant change at the levels of classroom teaching and student learning. The movement for progressive education in the early 20th century India has provided an instructive case in point that is the administrative progressives, succeeding in changing rhetoric and reforming the structure of school departments at all levels, while the other strand, the pedagogical progressives, exerted an impact that was limited to the rhetorical level. But both strands of the movement were largely unable to change classroom teaching and student learning and it drew support from an extraordinary array of educational administrators, professors, theorists, and

policymakers; yet its impact on the core of schooling was marginal. In part this relative failure can be attributed to characteristics that are specific to the Indian system of schooling which is a loosely coupled structure of organization, which public schools and classrooms from changes coming down from above and a structure of teaching that denied school administrators control over teacher tenure, pay, and promotion, thus protecting teachers from administrative efforts to change the way they taught. The education policies and reforms in the sector plan in this decade focused on Innovation and better use of technology to bring change. The Indian education system in this decade was driven by economic and demographic outcomes and technological interventions. In the next few years from now, India is expected to have the largest Tertiary-age population in the world, outpacing China.

Educational Implications and Suggestions

- ❖ The Right to Education Act, 2009 to include early childhood education and secondary school education.

- ❖ No detention of children till class eight. Instead, schools must ensure that children are achieving age-appropriate learning levels.

- ❖ The current structure of school education must be restructured on the basis of the development needs of students.

- ❖ The curriculum load in each subject should be reduced to its essential core content to make space for holistic, discussion and analysis-based learning.

- ❖ Establishing primary schools in every habitation across the country has helped increase access to education, **e**stablishment of new higher educational institutions**.**

- ❖ Teachers should be deployed with a particular school complex for at least five to seven years.

- ❖ Existing B.Ed. programme will be replaced by a four-year integrated B.Ed. programme that combines high-quality content, pedagogy, and practical training.

- ❖ Separating the regulation of schools from aspects such as policymaking, school operations, and academic development.

- ❖ Creating an independent State School Regulatory Authority for each state that will prescribe basic uniform standards for public and private schools.

- ❖ Setting up the National Higher Education Regulatory Authority (NHERA).

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