

Challenges and Changes in Education

Dadabhai Lakyzari

Godavari College of Engineering, Jalgaon, Maharashtra, India

Abstract: *Everything is Constantly changing on the Earth and every change creates challenges for the habitants to keep pace with the Nature. By this law, our education and system of education are to be change. As per philosophy , education is changing agent in our day to day life. Such changes creates challenges for its beneficiaries and stake holders. The main objectives of the education are: (i) To transmit knowledge which we have received from the past. (ii) To preserve it for our next generation. (iii) To create new knowledge for better future and (iv) To market knowledge which we have created through educational institute.*

Keywords: Education

I. INTRODUCTION

What is Challenges?

A call for someone to participate in a competitive situation or right to decide who is superior in the terms of ability or strength.

What is Change?

- As per layman , it is an alternation or Modification.
- The substitution of one thing from another one
- An act or process through which something becomes different.

Everyone have confusion about the sequence of two words used in the title of the conference , personally myself. Does the challenges leads towards change or change leads towards challenge? Is it a liner process or a cyclic one? Are they two sides of a coin and can them separate? The answer depends on our visualization. Let us start with change. One can start from challenge too.

Aspects which leads towards change in education.

The term “Education” is very wide and consist of many aspects/components. Education institute say school, included teacher’s training institute, class room, learners of all the levels, teacher including teacher educators, curriculum, use of ICT and Education Research are main aspects for change in education. All these aspects are very wide and its meaning is contextual. If they are detected, many more aspect can immerge out from each one. It also depends on the reflection of stake holders of Education. The educational institute is divide into sub aspects like surrounding, class rooms infrastructural facilities, institutional environment, learners, teachers, management and many more. All these components are to be evaluated in detail to work out or. to identify changes and challenges evolved due to each aspects. In facts, all the aspects are changing agents.

School and Schooling System.

School say institute exists from Vedic periods and will exist in future but its scenario will be quite different from present. In Vedic period, “**Guru Ashram** was treated as school and it was for classed people” i.e. for Raja – Maharaja and Brahmin. There were no levels in schooling system. The Guru was the authority and was teaching 64 kalas(Skills). Presently the scenario of school have been changed with compare to Ashram. Presently different types of school are exist say Nursery, Primary, Secondary, Higher Secondary and college and they are run in a building having different infrastructural facilities. But what about future school / institute? It may be timeless and placeless one. All these changes are not immerged all of sudden. It was the result of challenges faced by its establishers. Different Needs of the society, needs of a learner, advancement in education and many more changes and challenges were root- cause for change in the cenario of the school. Advancement of technology will be root cause for future school. Due to fundamental right for “Education”, schooling system is also changed. The changing schooling system has created challenges for curriculum designers, Teachers, Examiners and users of the education. The future school will create new challenges. The said challenges are availability of technology, getting continuous power supply, high speed broadband connectively, preparing technocrats, availability of highly sensitive instruments, special library, e-books, etc.

Class Room and its Facilities.

What is the difference between class room at Guru Ashram and the present class-room. In Vedic Period the class room was open to sky and under the tree. „Asan “was for sitting on the floor , no black board to write for Guru , absence of school bag and no stress to reach in the class room. In nearest past, the class room was in a building and the learner was protected by cold, heat and rainfall. There was a simple black board to write something on it. There after class room was equipped with different gadget like projector, TV. TLM. Recently interactive white board is added. During ‘Eduset’ program and smart Virtual Class room project, it has been equipped with two way audio video communication facilities. In nearest future there will be timeless and placeless class room. But it will be at your home. Smart virtual class room (SVC) project have been launch by Ministry of communication and IT, Govt. of India. It has been launched in seven states at initial level. The project is launch in Gujarat, Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana, Andhra Pradesh and Tamilnadu. In all 50 DIET”s are selected under the umbrella of SCERT. State wise about 40 schools are selected and are equipped with all facilities including two way audio-video communications. Only one week training was given to and teacher working in a school. These all things leads us towards the changes in present and future class room. These changes have created many challenges for a teacher, the curricular transector, teacher trainers, managing highly sensitive instrument installed in the classroom, constant power supply, high speed broad band facility, managing interactive board during telecast, technical support from government ERNET and learning in a virtual class room. It also created and great challenge for a teacher and technocrats to keeps and pace with curriculum. It has open up a new area of research to decide to the

effectiveness of ERNET program. It has raise and big question to all the stake holders of education about its success in Indian environment. One has to think positively about the said changes.

Stake holders who faces Challenges.

The person and situation, who are relation to change, are treated as stake holder. Generally Management , Administrator, Policy makers, Curriculum designer, Learner , Teacher and Teacher educator , Evaluator , Technocrats , Researcher and Research guides are treated as stake holders for Challenges. The List of stake holders can be extended according to the various faculty. It would be easy to discuss changes and challenges in the light of components related to education faculty.

Teacher As a curriculum transector.

In olden time, the,, Guru “ was real teacher and was looking after all the needs of the learner As well as the society. The Main function of teaches of any level is the transaction of curriculum in the class room effectively. The multi task duty is given to and teacher along with teaching work have created many more problem, for and teacher. Such scenario affected the quality of teaching and finally on the level of achievement of the student. The phases of training and its types also created positive impact on the skill of teaching. The training for smart virtual classroom has also created positive as will negative effect in classroom teaching. The change in pedagogical aspect have also created change in every level of teaching. The rapid changes in curriculum and text books. Change in system of examination. TAT exam for getting job, managing heterogeneous classroom, inclusive education are also change in education. Due to all the change mentioned above, have created Challenges for teachers. Managing multitask duties, upgradation of qualification, to acquire mastery over using different electric and electronic gadgets managing smart virtual classroom, preparation and finalization of communication design, preparing video lessons and uploading them on her web-site for e-learning, conducting small skill researches are recent Challengesfor teacher. The listedChallenges are also to be faced by teacher educator. A policy of **teaching license** is in pipeline us it is in USA and European countries. It will be the greatest Challenge for teacher. The” Pragna Project “, learning at own pace, is also Challenge for teacher, In short, the teacher has to change and is to provide change to shift towards excellence.

The Learner and Learning Style.

In Vedic period, learner was fully devoted to Guru & Ashram. The learner was stress free because he was knowing that he will surely get such knowledge so that he will fully set in the society. the main task for learner was to developed different useful skills which will provide bread & butter for him and his family when he will go back to his community.

The present learning scenario of learning and learning style is quite different than the past. The learner is heavily loaded with school bag, learning stress, pressure of getting good score in the examination and getting admission in socially high rated school – college. He is always pressurized by advancement in technology.

Looking to learning style, in past, it was only learn by memorization and understanding the curriculum without any stress due to no binding of time limit for completion of course. Present learning, web base learning, on line learning are the different style of learning. These all learning styles have created new Challenges for teachers and teacher educator to practisaized them properly. Different learning styles have also created Challenges for researches. They are supposed to conduct research to justify is effectiveness. Challenges are also for teachers to handle student from KG to PG having different abilities. The future learner will face challenges like availability of technology free of cost, preservation of expert's video lesson, hacking issues, net based issues, etc.

Examination and Evaluation.

The ultimate goal of teaching and learning is to acquire knowledge and skill to fit in the present society. The system of examination and evaluation process have been changed time to time. In Vedic period, exam was performance based, conducted to decide the level of different skills achieved by the learner. As the paradigm shifted from performance to literacy, the system of examination and process of evaluation changed, say written examination from performance based examination. The lion share in examination is of written examination. The frequency of holding examination also changed. Now objective test items have almost equal weightage. The change in objectives of education, say instructional objective to competency and competency to learning out comes, the from of question is also changed. Due to technological advancement, change in pedagogy, change in learning styles and change of paper style along with duration of examination, types of examination (on-line and on demand exam) have **created** many challenges for its stake holders. Subjectivity Vs. objectivity in assessment, assigning grade instead of class, designing item by using Item Response Theory (IRT) instead of CTT (Classical Test Theory), preparing item-pool (unit wise and learning outcome wise), security of question paper, managing on-line and on demand exam diagnostic evaluation have also created many more challenges to its stake holders. One has to worked out and plan to resolve all the challenges listed above. It will surely enhance the quality of examination and evaluation. For that, joint hand efforts are needed. Research can help and lot to find the solution to overcome the challenges.

Research and Researcher.

Research is a effective weapon to resolve challenges and changes in education. Looking to the history of education, in Vedic period guru was playing all the roll say curriculum designer to researcher. The Vedas and Purans were reference material and research area and its methods were quoted in terms of "sloks".Its record was in terms of "Bhashya" but it was very difficult to interpret for and lay man.

To discover, to invent, to search and to research are different concept. To research means to found out which one was searched out in the past with new dimensions. The research provides a guideline for the problem faced by the system of education, particularly hindersum issues and changes. Qualitative and Quantitative are the main types of research. In the past, more importance was given

to qualitative research. There after it was shifted to quantitative due to subjectivity in the deriving finding. Another shift was from survey method to experiment one.

The documentation of research conducted in past was started in the middle of 19th century in India. It was led by Prof. M.B. Buch and it was labeled as Survey of Research in Education and was published by M.S. University. In the first survey less than fifteen area were included. As per latest survey of education research, say eighth survey, more than twenty five areas were listed. After the digitalization of research, majority of educational researches are available on the website of UGC, titled and “Shodha Ganga.”

Changes in the education system and challenges faced by the stake holders of education have lead the researcher to conduct researches in new areas. These new areas are related to school and schooling, the learner, the teacher, the pedagogical perspective, the impact of ICT on achievement level of the student, effectiveness of smart virtual class room, change and advancement in learning and many more.

II. CONCLUSION

The new area of research and advanced research methods have created challenges. The selection of appropriate problem, availability of appropriate research guide, construction of appropriate tool scientifically, use of computers in data analysis are the major challenges on the part of researcher. A great challenge for the educational research is the utilization of findings in day to day teaching-learning process. A great problem lies with “ Neo-guide”. To overcome the problems of research guide, the association of Ph.D. guide can be the best solution. The said association can be formed jointly by all university department and should be organizing seminars and workshops based on current issues in research guidance.

Different changes and challenges identified in education can help the education faculty by practicing them in a real, present situation. The change in mindset of all the stake holders of education can solve of all the problems faced by the faculty. The political will can also play an important role to change the present scenario of education. But the positive relationship among teacher, student and the researcher is the only golden key for the same. Lets be positive

REFERENCES

- [1].http://shodhganga.inflibnet.ac.in/education/10603/604/8/08_chapter3.pdf
- [2].http://www.ggdc.net/education/articles/_3.pdf
- [3].<http://www.ibef.org/education/indian-overview>
- [4].<http://www.nos.org/media/documents/education/English/Chapter-1.pdf>