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“Review of India’s Education Policy”



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**Revisiting Indian Education System in Post COVID-19****Dr. Santwana Pandey**Assistant Professor, Department of Political Science Guru Ghasidas
Vishwavidyalaya, Bilaspur, Chhattisgarh, India
E-mail : santwanapandey26@gmail.com**ABSTRACT**

The education of young ones is one of the most basic responsibility of society. It seems contradictory that, in a time of cleaving to the essentials of community life, the opening of schools and colleges is nevertheless being deferred, to the point of appearing quite unmanageable, unless the pandemic were to fully pass, however, there are good reasons for this outcome. Much before the pandemic, Pope Francis had suggested that "the educational compact" between different societal institutions – families, governments, educational institutions – exists in "a state of breakdown", wherein the shared responsibility of this enterprise has been abandoned. Formal education has therefore become a private attainment, esoteric, and credentialistic – i.e. for the building of cliques, not community. We find, absurdly, that education as we know it can hardly be imagined in an era of careful social distancing. This certainly has various dimensions to develop some understanding of what this entails with regard to colleges of higher education. The present paper is going to discuss such aspects in a new light of changing scenario.

"No more pencils no more books/ No more teacher's dirty looks/ Out for summer/ Out till fall/ We might not come back at all/ School's out forever.../ School's out with fever".
It seems these lyrics of Alice Cooper have come back to haunt us.

The college campus

Amid the pandemic we may ask why it seems more irresponsible to resume college life than to re-open markets, malls, public transport or places of worship, this has to do with the distinctive nature of the space. It is apparent that the uses of these other spaces, though they be crowded, are purposive and transient in nature. But the college campus offers a kind of continuous frenzy. This is not accidental, but the advertised essence of student life. A college campus is seen as a world-unto-itself, boasting of every kind of stimulating activity – sports, cafes, films, theatre, talks, festivals and an all-round culture of events have become intrinsic to its identity. Infrastructure for these purposes and their administration has burgeoned as a matter of course.

This physical fattening of campuses has run alongside an intellectual boast, summed up by the phrase: "islands of excellence". Behind these walls, the promise goes, is a kind of Shangri-la for the mind and body. In consequence, the barriers to entry have become formidable, whether in terms of fees or competition. Intellectually, there can be no excellence that is not integrated into a wider reality. Yet, this truth is so poorly understood – or so resented – that even our much-touted liberal education has merely become another kind of technical know-how, toward the membership of a special group. Hence the New Education Policy's misconceived proposal to set up Indian Institutes of Liberal Education, precisely on the lines of the IITs. Incidentally, the pandemic has also shown the limits of such intelligence.

Reimagining Education

In all this, administrators of higher education would have failed to take the hint that the pandemic has let drop: glorification of space is and always was sickening. Instead, we have the opportunity to truly re-imagine education – in human terms. Firstly, it means the primacy of persons. We recall that education is a *human* activity, which consists of human interactions. These must take