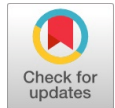


The Evolution of Education System in India

Radhika Kapur



Abstract: The main objective of this research paper is to acquire an efficient understanding of the evolution of education system in India. Education is the instrument, which is the key in promoting well-being and goodwill of individuals, communities and nation. Since ancient times within the country, the individuals have recognized the meaning and significance of education. The Brahmin and Kshatriya families are being provided with education. In this manner, development of competencies and abilities takes place among them. The education system was first developed in the cities of Bombay, Kolkata and Madras with the advent of British rule in India. In order to excel in one's lives, it is of utmost significance for all individuals to acknowledge the meaning and significance of education. Furthermore, there is a need to formulate policies and schemes, which would be facilitating in bringing about developments in the overall system of education. The Kothari Commission and The National Policy on Education are schemes, which aim to bring about improvements in overall system of education. Furthermore, Operation Blackboard, Restructuring and Reorganization of Teacher Education, MLL, Mid-Day Meal Scheme, DPEP and Education for All are the schemes, which contributed in the evolution of education. The profile of the Indian education system includes, formal education, primary and middle education, secondary education, higher education, technical and vocational education, open and distance learning, adult education, training programs, informal education and non-formal education. Therefore, it is understood on a comprehensive basis that developments taking place in the overall system of education is assisting in leading to progression of individuals, communities and nation.

Keywords: Abilities, Communities, Developments, Education, Schemes, Skills, Teachers, Well-being

I. INTRODUCTION

During the ancient times, traditional education served the needs of the Brahmin families. The teachers were the Brahmins, who inculcated reading and writing skills among boys, belonging to Brahmin and Kshatriya families. With the advent of the Mughal empire, education was provided to wealthy families, rather than those provided to individuals, belonging to marginalized, deprived and economically weaker sections of the society. The British rule in India brought about the concept of modernism and introduced innovative strategies and methods in the overall system of education. The education system was first developed in the cities of Bombay, Kolkata and Madras.

The colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged by establishing the connection between entrance and advancement in government service to academic education. In the early 1900s, the Indian National Congress called for national education, focused on technical and vocational training. In 1920, several schools and colleges were founded by the Congress (Lall, 2005). Therefore, progressions have been taking place in the overall system of education [1]. Education is regarded as vital in leading to effective growth and development of individuals, communities and nation as a whole. Through acquisition of education, individuals will render an important contribution in acquisition of empowerment opportunities. In any education system, higher education encompassing management, engineering, medicines and so forth renders an imperative contribution in imparting knowledge, values and principles among individuals. Furthermore, competencies and abilities get developed among individuals in an adequate manner. In addition, when the human resources of the country will be well-educated, one will render an important contribution in promoting well-being and goodwill of the individuals. Furthermore, community well-being will be promoted and one will lead to enhancement of productivity and profitability (Chakrabarty, 2011). The Government is dedicated towards making provision of primary education and certain subsidies and facilities for higher education. In addition, there have been developments of policies and schemes in terms of providing education to economically weaker sections of the society. Therefore, it is understood on a comprehensive basis that education is essential in leading to progression of individuals, communities and nation [2].

II. THE KOTHARI COMMISSION

The Kothari Commission (1964-1966) was established to frame a rational and logical education policy in India. According to the commission, the purpose of education was to increase production, develop national and social unity, bring about modern and innovative strategies and methods and develop social, moral, ethical and spiritual values. In order to achieve this, the main pillar of the Indian education policy was to provide free and compulsory education for all children, up to the age of 14 years. Furthermore, other features included the development of languages, i.e. Hindi, Sanskrit, other regional languages and three-language formula. Emphasis was put upon the quality of educational opportunities, development of scientific education and research, elimination of illiteracy and encouraging adult education. The curriculum within the country, prioritized the study of mathematics and science rather than social sciences or arts. This has been promoted since the initiation of Kothari Commission.

Manuscript received on 04 March 2022 | Revised Manuscript received on 10 March 2022 | Manuscript Accepted on 15 March 2022 | Manuscript published on 30 March 2022.

*Correspondence Author(s)

Dr. Radhika Kapur*, Pedagogy and Organizational Culture in Nursery Schools, Delhi University, New Delhi, India. E-mail: mailto:radhikakapur2004@hotmail.com

© The Authors. Published by Lattice Science Publication (LSP). This is an open access article under the CC-BY-NC-ND license <http://creativecommons.org/licenses/by-nc-nd/4.0/>

Furthermore, the developmental needs of the country would be met in an adequate manner by engineers and scientists, rather than by historians.

A. The National Policy on Education (1986)

In 1986, Rajiv Gandhi launched a new education policy, the National Policy on Education (NPE). The main objective of this policy was to prepare the country for the future. It puts emphasis on the need for changes and modernization. According to the new policy, the 1968 policy goals have been achieved to a major extent. More than 90 percent of the rural population was situated within one kilometre of location of schools and this made access to education easier for them. On the other hand, within urban communities, there is a common education structure. The arrangement of the subjects of science and mathematics has been operative. However, change was required in leading to an increase in financial and organizational support for the education system. Furthermore, one will be able to cope with different types of dilemmas and challenging situations in an adequate manner. In addition, these are prevented from assuming a major form. Furthermore, one will be able to carry out all types of tasks and activities in an effective manner. The new policy aimed to augment the standards of education and promote access to education. At the same time, it would protect the values of secularism, socialism and equality. These have been supported since independence. To this end, the government would seek financial support from the private sector to supplement government funds. The central government also acknowledged that it would accept a comprehensive responsibility to administer the national and integrative character of education. Furthermore, focus is put on maintaining quality and standards. The states retained a significant role primarily in terms of curriculum. The central government committed itself towards financing a portion of development expenditure. Around 10 percent of the primary education was sponsored under centrally sponsored scheme. The main inheritances of the 1986 policy were on the promotion of privatization and the continued emphasis on secularism and science. Another consequence of that policy was that the quality of education was not in a well-developed state and various programs have been initiated as remedies. These are stated as follows:

B. Operation Blackboard (1988-1989)

This scheme was put into operation by the Director of Education in the state of Maharashtra and by the education officer at the primary level, Zilla Parishad at district levels in rural areas. In the urban areas, funds are provided by regional deputy director of education to Municipal Councils and Municipal Corporations. In this manner, the scheme was formulated. The scheme was started in 1988-1989 and in the first round 3,294 posts of primary teachers were created and 8,100 schools were provided with the material. For this purpose, expenditure of Rs 23.23 crores and Rs. 4.90 crores was made respectively. The second and third round of the scheme was started in 1992-1993 and 12,231 posts of teachers were created. For this purpose, the finances involved were Rs. 18.57 crores. Besides this, 27, 469 primary schools were provided with teaching materials and expenditure of Rs. 15.90 crores. By the end of March, 1993, construction of 9,071 classrooms has been completed and an expenditure of

Rs. 14.72 crores was made (Operation Blackboard Scheme, n.d.).

C. Restructuring and Reorganization of Teacher Education (1987)

This scheme was launched in 1987 with the main objective of building an institutional infrastructure. It was for pre-service and in-service training of elementary and secondary school teachers and for provision of academic resource support to elementary and secondary schools. The scheme initiated the following components, i.e. District Institutes for Education and Training (DIETs), reinforcement of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs), Institutes of Advanced Study in Education (IASEs) and reinforcement of State Councils of Education Research and Training (SCERTs). Under the scheme, recurring and non-recurring assistance is provided to the State Governments as resource support to the DIETs, CTEs, IASEs and SCERTs (Teachers Education, n.d.).

D. Minimum Levels of Learning (1991)

Minimum levels of learning (MLL) have been specified by the committee, established by the MHRD by lower primary classes. This scheme was based on the UNICEF assisted projects for the renewal of primary education and developmental activity in the participation in community education. The MLL were the proficiencies that were to be developed among school children both through the formal and non-formal networks. The MLL were the concepts that focused on quality and eminence. The major focus of MLL was on achieving the quality with equity. It is essential within the framework of vast expansion of primary education. They were based on classes and subjects. They were necessary and priority based concepts to be achieved by the school children, belonging to all grade levels in a specific period of time at the primary stage. They were performance goals to be achieved by the class teacher. The teachers are vested with the authority and responsibility of guiding and leading other individuals in the right direction.

E. Mid-Day Meal Scheme (1995)

The Mid-Day Meal Scheme was launched on 15th August, 1995 in the 44 educationally backward community blocks of six districts in the state of Haryana at the primary level. Free dry food grains at the rate of 3.0 kg, 1.5 kg wheat and 1.5 kg rice per child per month was distributed. In 1995-1996, cooked food was provided in 17 blocks of these six districts, i.e. Bhiwani, Hisar, Mahendergarh, Rewari, Kaithal and Sirsa. The State Government spent Rs. 1.45 per child per school day as the cooking cost. In 1996-1997, the scheme of cooked meal was extended to 44 more blocks. These were the blocks, which were educationally backward. In the year, 1996-1997 itself, distribution of dry food grains at the rate of 3.0 kg per child began. In January 2003, cooked food as mid-day meal started in 17 blocks.

F. District Primary Education Program (1993)

This is the scheme that puts emphasis on decentralized planning and management.



Furthermore, it puts emphasis on bringing about improvements in different types of teaching and learning materials and overall system of education. Furthermore, it aimed to bring about improvements in school effectiveness. The District Primary Education Program (DPEP) emerged in 1994 as the response to various types of challenges in the primary education. Furthermore, this scheme adopts a holistic approach and has the indispensable components required to universalise access and retention, improves learning and achievement and causes a reduction in disparities among social groups. Implementing an area specific approach with a district as the unit of planning has been approving to lead to up-gradation of overall system of education on a comprehensive basis. Furthermore, the primary approaches of the scheme has been to retain the conceptuality and awareness among other areas and ensuring complete participation of the community. The emphasis that is put upon the scheme leads to an increase in participation in planning and management. Furthermore, capacity building is another vital area that is facilitated.

G. Education for All (2000)

Education for All is a policy that was launched in the year 2000. It puts emphasis on the achievement of major goals. The major goals are, early childhood care and education, universal primary education, youth and adult skills, adult literacy, gender equality and quality of education. These are regarded as important areas, which needs to be taken into account. The taking into account of all these areas will render an important contribution in promoting community well-being. Furthermore, it would lead to progression of overall nation. The main objective of this scheme is to lead to up-gradation of overall system of education within the country. In this manner, individuals, belonging to all occupations, communities and socio-economic backgrounds recognize the meaning and significance of education. The main objective is to ensure excellence. In this manner, recognized and essential learning outcomes are to be achieved by all individuals. The essential learning outcomes are in terms of literacy, numeracy and life skills. The individuals, belonging to all occupations, communities and socio-economic backgrounds are required to hone basic literacy and essential life skills, so they are able to sustain their living conditions in an adequate manner.

III. THE PROFILE OF THE INDIAN EDUCATION SYSTEM

India has the second largest system of education after China. It has been estimated within the country that 32 percent of the population is below the age of 15 years. The children are regarded as the future citizens of the country. In order to lead to progression of the country, it is necessary for children to acquire education. They need to get enrolled in educational institutions of all levels and augment their educational qualifications, competencies and abilities (Bapna, & Sharma, 2015). Within educational institutions of all levels, there is a need to formulate programs and policies, which would be facilitating in bringing about improvements in overall system of education. With advancements taking place and with the advent of modernization and globalization, there is a need to bring about improvements in overall system of education. One needs to make use of various types of

modern, scientific and innovative methods and materials. Furthermore, acquiring an efficient understanding of the concepts will be facilitating in making use of these in an effective manner. In India, more than 70 percent of the population resides in rural communities. In these communities, agriculture and farming practices are regarded as the primary occupations. Furthermore, individuals are overwhelmed by the problem of illiteracy, hence, within rural communities, measures need to be put into operation in order to bring about improvements in overall system of education. India has more languages as compared to any other country. It has 15 main languages and hundreds of other languages and dialects. Hindi is the national language and 30 percent of the individuals within the country speak Hindi. The other main languages are, Bengali, Urdu, Punjabi, Gujarati, Tamil and Telugu. English language is considered as the important language in the present existence. In order to acquire higher education, it is necessary for the individuals to develop English language skills [3]. When conducting research on the profile of the Indian education system, the following areas are taken into account:

A. Formal Education

Formal education is regarded as the hierarchical structure in an appropriate manner. It is chronologically running from primary education to secondary, senior secondary and university education. In this education, apart from academic teaching, it makes provision of information among individuals, which would be facilitating in bringing about improvements in one's overall quality of lives. The formal education is rendering an important contribution in leading to up-gradation of competencies, abilities and aptitude among individuals. Furthermore, there are number of factors, which enable the individuals to get enrolled in educational institutions of all levels. The different factors are, health conditions, financial positions, interests and abilities, geographic location, socio-economic backgrounds and so forth that enable the individuals to acquire formal education. Furthermore, educators make use of various types of teaching-learning methods and teaching-learning materials in leading to up-gradation of competencies, abilities and aptitude. One of the important aspects that needs to be taken into account is, one needs to ensure, these are facilitating in promoting student learning. In other words, students, belonging to all grade levels need to benefit from formal education. Therefore, it can be stated, formal education is regarded to be of utmost significance in promoting well-being of individuals, communities and nation as a whole.

B. Primary and Middle Education

The Constitution of India focused on primary and middle education. The students enrolled in primary and middle schools are between the ages of six and fourteen. There has been introduction of programs and policies to make provision of free and compulsory education to the students, between the ages of six and fourteen years. The primary school comprises of the grades from one to five, whereas, middle school includes the grades from six to eight. Both these grades are compulsory.

The primary and middle school education needs to be organized in such a manner that would be facilitating in meeting the academic needs and requirements of students. Furthermore, the curriculum and instructional strategies need to be put into practice in such a manner that would be facilitating in enabling students to achieve different types of educational goals. Furthermore, educators make use of various types of teaching-learning methods, materials and instructional strategies in leading to up-gradation of skills, abilities and aptitude. One of the important aspects that needs to be taken into account is, one needs to ensure, the utilization of these is facilitating in promoting student learning. In other words, students, belonging to all grade levels need to benefit from primary and middle education. Therefore, primary and middle education is considered vital in leading to up-gradation of motivation levels towards learning.

C. Secondary Education

The secondary education comprises of grades from nine to twelve. The students in these grades belong to the age group of fourteen to seventeen. In India, there are more than one hundred thousand secondary and senior secondary schools serving 30 million students. In Government schools, education is provided to these students free of cost. On the other hand, in private schools, there are considerable variations in the fees. In grade 11, students are provided with the opportunities to opt for the subjects of their interest. They make a selection of one out of the three streams of arts, commerce and science. Furthermore, when they get enrolled in higher education in order to pursue Bachelor's programs, they normally make selection of the subject, which they have studied at senior secondary level. The students will be able to acquire an efficient understanding of academic subjects and lesson plans, when the educators are making use of various types of teaching-learning methods, materials and instructional strategies in leading to up-gradation of different types of skills and abilities. One of the important aspects that needs to be taken into account is, one needs to ensure, the utilization of these is facilitating in promoting student learning. In other words, students are required to augment their knowledge and understanding in an adequate manner. Therefore, secondary education is crucial and is rendering an important contribution in promoting enhancement of overall personality traits of individuals [4].

D. Higher Education

Higher education is the education that is acquired by the individuals in colleges and universities. Through acquisition of higher education, one is rendering an important contribution in bringing about improvements in professionalism. Though it is considered optional, but individuals need to lead to up-gradation of motivation and concentration levels in acquiring it. The pursuance of Bachelors, Masters and doctoral programs are regarded as the programs that are pursued in higher educational institutions. The students while pursuing these programs gain self-dependency. In other words, they manage their education and careers on their own. On the other hand, they are less likely to become dependent on other individuals. The individuals, i.e. educators and classmates make provision of help in cases of experiencing of any types of setbacks and challenging situations. In some cases, when students are not financially

strong, they get engaged in employment opportunities in order to bring about improvements in their financial positions. They do not depend upon their families and finance their education on their own. In this manner, they are required to create a balance between personal and professional lives. Furthermore, through acquisition of higher education, one is able to benefit on a comprehensive basis in leading to up-gradation. Therefore, it is well-understood that acquisition of higher education is rendering an important contribution in leading to up-gradation of one's career prospects [5].

IV. TECHNICAL AND VOCATIONAL EDUCATION

It is apparently understood that individuals, belonging to all communities, occupations, categories and socio-economic backgrounds aim to bring about improvements in their overall quality of lives. In order to achieve this goal, they acquire education and get engaged in employment opportunities. Acquisition of technical and vocational education enables the individuals to get engaged in jobs such as, carpentry, plumbing, repair work, electric work, painting and so forth. With advancements taking place and with the advent of modernization and globalization, there is a need to acquire the meaning and significance of technical and vocational education. Furthermore, one needs to make use of various types of modern, scientific and innovative methods and materials. Furthermore, acquiring an efficient understanding of the concepts will be facilitating in making use of these in an effective manner. The different types of these methods and materials are, utilization of charts, graphs, maps, pictures, images, models, designs, structures, tools, devices, equipment, machinery, apparatus and various types of technologies. These need to be utilized in a well-ordered and regimented manner. The various centres of excellence in terms of technical and vocational education are Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs). These are regarded as reputed institutions and individuals graduating from these are well-qualified, proficient and expert. Therefore, technical and vocational education is considered essential in enabling the individuals to sustain their living conditions in an effective manner.

A. Open and Distance Learning

There are number of individuals, who are not able to continue their education in formal system of education. The reasons may be numerous, i.e. health problems and illnesses, financial problems, geographical locations, personal problems, learning disabilities, academic reasons and so forth. In such cases, open and distance learning has been favourable to the individuals on a comprehensive basis. In the case of this education, the students are able to augment their learning and understanding by reading the lessons, which have been sent to them by institutions. The institutions are located at a distance and individuals are not attending classes. One of the major benefits of this education is, students are able to get engaged in employment opportunities. This is essential in bringing about improvements in overall financial positions.



The learners are not in direct contact with the educators. They can only communicate with them by sending messages and emails or phone calls are facilitating. This is the main reason that it is known as open and distance learning. It is apparently understood that students do get overwhelmed by different types of dilemmas and challenging situations. One of the major disadvantages is, students are unable to meet with the instructors face to face. Therefore, open and distance learning is advantageous to individuals in acquiring education, who have discontinued their education.

B. Adult Education

When the person reaches the age of 18 years, he or she is considered as an adult. As the name implies, adult education is the education of individuals, who are between the ages of 15 and 35 years. It has been a part of the minimum needs program in the sixth plan. The objective of the National Literacy Mission (NLM) is to impart functional literacy to 80 million illiterate individuals. Adult education is referred to the education pursued by individuals, who are above the age of 18 years. When the individuals get enrolled in higher educational institutions in order to pursue Bachelors, Masters and doctoral programs, they are considered as adults. In India, more than 70 percent of the population resides in rural communities. In these communities, individuals, belonging to deprived, marginalized and economically weaker sections of the society acknowledge adult education in order to enhance their skills and abilities. The students will be able to acquire an efficient understanding of academic subjects and lesson plans, when the educators are making use of various types of teaching-learning methods, materials and instructional strategies. Furthermore, these need to be facilitating in acquiring an efficient understanding of academic subjects and concepts. One of the important aspects that needs to be taken into account is, one needs to ensure is, the utilization of these is facilitating in promoting student learning. In other words, students are required to augment their knowledge and understanding in an adequate manner. Therefore, adult education has been advantageous to adults, who have not acquired the opportunities to get enrolled in schools in previous years.

V. TRAINING PROGRAMS

The training programs are the programs, which are facilitating in leading to up-gradation of different types of skills and abilities among individuals. The individuals, belonging to all occupations, communities and socio-economic backgrounds get enrolled in training programs in order to prepare themselves in an efficacious manner. They form the viewpoint that when they will be well-prepared, they will be able to bring about improvements in their overall quality of lives. Furthermore, one will be able to get engaged in jobs in order to sustain their living conditions in an effective manner. The trainers are required to make use of different types of training methods, which would be facilitating in promoting student learning. In other words, it has been assured that trainees are able to benefit from these methods in an efficient manner. The learners need to lead to up-gradation of motivation and concentration levels towards learning. In this manner, their mind-sets will get stimulated and they will put in efforts to their best abilities in doing well

in their job duties and generating desired outcomes. Furthermore, they will possess the abilities to work under stress. One of the major benefits of these programs is, technical skills of individuals get honed, as one needs to make use of various types of technologies within their lives. Therefore, it is well-understood that training programs have been favourable in promoting enhancement of overall standards of living of individuals.

A. Informal Education

Informal education is regarded as the education that takes place from cradle to grave. Throughout the lives of the individuals, they acquire informal education. It is apparently understood that all individuals are required to emerge into moral and ethical human beings and productive citizens of the country. For this purpose, they are required to augment information in terms of traits of morality, ethics, standards, and principles. This education is provided to the individuals by their family members, relatives and friends. This is facilitating in augmenting the traits of diligence and conscientiousness towards putting into practice various types of tasks and activities. The acquisition of informal education is regarded as facilitating in leading to effective growth and development of individuals. In order to pursue formal education and enhance one's career prospects, acquisition of informal education is regarded to be of utmost significance. The learners need to lead to up-gradation of motivation and concentration levels towards learning. In this manner, their mind-sets will get stimulated and they will put in efforts to their best abilities in doing well in their job duties and generating desired outcomes. Furthermore, they will possess the abilities to work under stress. One of the major benefits of acquisition of informal education is, one will be able to render an important contribution in bringing about improvements in one's overall quality of lives. Therefore, acquisition of informal education has been facilitating in augmenting learning and understanding regarding various areas in an effective manner.

B. Non-Formal Education

Non-formal education is referred to the education that takes place outside the established formal system of education. It caters to the wide range of population and have established learning objectives for them. This education relies on a comprehensive basis on community groups and other aspects of the organizations. The individuals, who are pursuing this education primarily focuses on up-gradation of different types of skills and abilities. The different types of skills and abilities are utilized in the personal and professional lives of the individuals. For example, if a student is pursuing computer training program, he or she is putting emphasis on honing technical skills. As a consequence, one will acquire information and enhance competencies in terms of various factors. In the case of non-formal education, it is necessary for all the individuals to put emphasis on augmenting competencies and abilities in an efficient manner. Furthermore, they are required to form positive viewpoints in terms of various factors and individuals.

In addition, reinforcement of a constructive approach is regarded to be of utmost significance. As a consequence, one will render an important contribution in doing well in one's tasks and activities, achieving desired goals and meeting the expectations of other individuals. Furthermore, one will be able to incur the feelings of pleasure and contentment. Therefore, non-formal education has been facilitating to the individuals in promoting well-being of oneself and others.

VI. CONCLUSION

In India, the education system began to evolve gradually. The individuals, belonging to all communities and socio-economic backgrounds have recognized the meaning and significance of education. The Kothari Commission and The National Policy on Education are schemes, which aim to bring about improvements in overall system of education. Furthermore, Operation Blackboard, Restructuring and Reorganization of Teacher Education, MLL, Mid-Day Meal Scheme, DPEP and Education for All are the schemes, which contributed in the evolution of education. The profile of the Indian education system includes, formal education, primary and middle education, secondary education, higher education, technical and vocational education, open and distance learning, adult education, training programs, informal education and non-formal education. Finally, it can be stated, acquisition of education is facilitating in leading to progression of individuals, communities and nation.

DECLARATION STATEMENT

I must verify the accuracy of the following information as the article's author.

- **Conflicts of Interest/ Competing Interests:** Based on my understanding, this article has no conflicts of interest.
- **Funding Support:** This article has not been funded by any organizations or agencies. This independence ensures that the research is conducted with objectivity and without any external influence.
- **Ethical Approval and Consent to Participate:** The content of this article does not necessitate ethical approval or consent to participate with supporting documentation.
- **Data Access Statement and Material Availability:** The adequate resources of this article are publicly accessible.
- **Authors Contributions:** The authorship of this article is attributed as a sole author.

REFERENCES

1. Sharma, P. (2023). Pedagogical Practices in the Technology Intervened Indian Education System. In *Indian Journal of Social Science and Literature* (Vol. 3, Issue 2, pp. 1–9). <https://doi.org/10.54105/ijssl.k1632.123223>
2. Jamal, A. (2020). Introspection into Indian School Education System. In *International Journal of Management and Humanities* (Vol. 4, Issue 7, pp. 104–106). <https://doi.org/10.35940/ijmh.g0719.034720>
3. H, S., & A, K. (2019). The Complex Structure of Higher Education System in India. In *International Journal of Innovative Technology and Exploring Engineering* (Vol. 8, Issue 9, pp. 103–107). <https://doi.org/10.35940/ijtee.i7528.078919>
4. M, A. S., V, K., K, Jagadeesh., Y, I., & K, Kanmani. (2019). Role of E-Learning in Indian Education System. In *International Journal of Engineering and Advanced Technology* (Vol. 9, Issue 1, pp. 2583–2586). <https://doi.org/10.35940/ijeat.a9360.109119>
5. Singh, Dr. K. K., & Rohatgi, Mr. S. (2019). Reaching Out to the World Via Campus Wide Implementation of Moocs in Indian Education System. In *International Journal of Recent Technology and Engineering (IJRTE)*

(Vol. 8, Issue 4, pp. 8354–8360).
<https://doi.org/10.35940/ijrte.d9040.118419>

AUTHOR PROFILE



Dr. Radhika Kapur, I am schooling from Loreto Convent, Bachelors of Arts in Sociology from Jesus and Mary College. Masters of Business Administration from YMCA, New Delhi. Ph. D from Delhi University. I have 15 years of work experience in the field of research and writing I have written more than 100 research papers currently working as a librarian in Delhi School of Journalism, University of Delhi.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the Lattice Science Publication (LSP)/ journal and/ or the editor(s). The Lattice Science Publication (LSP)/ journal and/ or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.