

NATIONAL EDUCATION POLICY 2020: CHANGING SPECTRUM OF INDIAN EDUCATIONAL POLICIES

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Introduction:

Education is the tool for getting knowledge that provides stability in life and nurtures the values like morality, equality, justice, law & order. It is the route that leads to a well-developed, socially equal, multicultural and multidisciplinary approach among the people. As the world is dynamic, it demands a lot of upgradation in the educational sector so as to make the students capable and competent in this competitive world using the best intelligence and technology.

Education policies were made by the Ministry of Human Resource Development to achieve the goal of quality, economical and accessible education to all since the Pre independence period.

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National Education policy.2020 is the first educational policy of this millennium drafted on 31st May, 2019 after the old National policy of Education, 1986 i.e., after 34 years. The MHRD initiated a collaborative, participatory process since January 2015 that ended on 31st May, 2019 with the formation of “The Draft National Education Policy ,2019.The‘Committee for Evolution of New Education Policy’ was formed under the Chairmanship of Late Shri T.S.R Subramaniam, former cabinet Secretary in May 2016 and later ‘Some Inputs for the Draft National Education,2016. ‘Committee for the Draft National Education Policy’ June 2017 was under the Chairmanship of eminent scientist Padma Vibhushan Dr. K Kasturiranjana submitted the draft to HRD Minister‘Shri.Montek Singh Ahluwalia’.It inculcates the values like Access, Equity, Quality,Affordability and Accountability.

Objectives of the Study:

- To study the basic structure of the Indian Educational System.
- To review the ancient education system in India.
- In-depth study of the NEP 2020.

Historical Background:

Educational Sector of the country has undergone a drastic change in the previous decades .India is a home to many ancient universities like Takshashila, Nalanda, Valabhi , Vikramshila , Mithila , Odantipuri .Nadia ,Somapuraetc The First college was set up in the year 1918 in Serampore in Bengal imparting western education in India .Three Universities were established at Bombay, Calcutta, Madras .

Pre-British Policies: Exact written literature cannot be traced about the origin of education and ancient civilization in the pre independence period but certain evidences say that **Aryans** were the first to formulate the Educational policies in our country, where students were required to focus on research study and work to get advanced knowledge in various areas .



During **vedic** period, the kings and rulers started giving rich donations and lands to the learned men to enact the policies to reconstruct and redefine the education system. This education was confined to the upper caste, and those who were the BRAMHACHARIS. In Indian tradition only the Brahmins were allowed to teach and the Kshatriyas and Vaishyas were the one to receive the knowledge. In the beginning only Brahminic education of Vedas, Shrutis, and Upanishads was perceived which would lead to the future vocation of being a Priest but later on it shifted to the Astrology, Logic, Grammar, and Philosophy etc. Students had to stay at their teachers place and beg for alms for their subsistence, perform all the daily chores of the household and learn the hardships faced in the life. The act of begging alms would inculcate the quality of humanities among the students.

Buddhist education was the type of education followed in the 400 to 1000 C.E giving more importance to the equality to all rather than education being confined to a few castes or creeds, races and status. Gautam Buddha was the one to start this education. Viharas / monasteries were the place to give education and to members of the monasteries only. Monks were the one to control and monitor the education .It also gave preference to women’s education, development of education, formation of character, Religious education, and physical development of the student. The students have to study for a period of 12 years beginning from 8 years of age. They were called as Bhikkus or Bhikkunis.

Mughal period (1206 -1526 AD) gave impetus to spread of Islamic education in India .Any Muslim could acquire the education at the Madarsas /Maktabas in Arabic by Moulavis. These institutions were connected to the mosque or operated privately. The primary education was given at Madarasa and Higher education was given at Maktabas .Later on both Hindus and Muslims began to study each other’s language.

British Period Policies:

Charter Act of 1813 – The Charter Act, 1913 was the first step towards education being made the objective of the government. The Act sanctioned a sum of Rs.1 lakh towards the education of Indians and it also gave the missionaries to officially come to India and work towards spread of Christianity in India.

Lord Macaulay’s Minutes of 1835- Macaulay’s minutes clearly stated the need for English Education in the country specifically directed towards elementary and secondary education. This was done in order to create such a population that will be ‘Indian in blood and colour but British in taste ’.They used the ‘Downward filtration theory’ developed by Lord Macaulay which states that the education has to be given to the higher class people and with the passage of time, it will trickle down to the masses of the lower class as well.

Woods Despatch, 1854-This is called the ‘Magna Carta of English Education in India as it focused on the measures regarding Higher Education. The recommendations of the policy were:

- a) To Regularise Education from Primary to University level.
- b) Indians to be educated in English and their native language
- c) Every district should have at least one government school
- d) Private schools were given Affiliation and emphasis to women’s education.

Hunter Education Commission (1882-83) - It was formed to evaluate the achievements of Woods Dispatch under W.W. Hunter. It gave emphasis on segregation of primary and higher education. It underlined the transfer of control to district and municipal boards and two divisions of secondary education. Hunter also stated that the universities should manage affiliated colleges.

Rayleigh Commission, 1902-This commission studied the conditions of Higher education and made certain recommendation on the functions of universities to be extended. It rejected the demand of establishing new universities



at Aligarh, Banaras, Deccan, Patna and Rangoon. Commission demanded to reorganize the administration of Universities and to enlarge the functions of universities allowing them to avail facilities for the research work by themselves, increase the territorial extent of universities.

Indian Universities Act, 1904- Government Resolution on Education Policy, 1913-This policy recommended that a university should be established for each province the teaching of activities of universities should be encouraged and colleges located in mofussil towns should be developed into teaching universities gradually.

Saddler University Commission (1917-19)-This commission was the pre cursor to the 10+2+3 system. It recommended to establish teaching and residential universities, also provision for the Honors courses, as distant for pass courses for meritorious students .It suggested to form Academic council and Board of Studies to settle academic questions pertaining to studies, examination, research work etc. Appointment of Director of Physical Training to look at the physical welfare of the students.

Hartog Committee, 1929.-This commission focused on improving the quality standards of University level education. It recommended the setting up of CAGE (Central Advisory Board of Education)

Wardha Scheme of Basic Education (1937) - It is known as nai Talim or Buniyadi Talim or basic Shiksha .The scheme is the outcome of Philosophy of Gandhiji. It provides for fulfilment of men's needs at all levels- biological, social and psychological. He emphasized on free, compulsory, and universal education for the Age group 7 to 14 years.

Sergeant plan of Education (1944)-It was worked out by the CAGE in 1944. The objective was to create within 40 years, the same level of educational attainment as prevailed in England. It focused on Adequate technical, commercial and arts education, Abolition of intermediate courses, liquidation of Adult literacy in 20 years, stress on teacher's training, physical education, and education for the physically and mentally handicapped.

Post British /Post-independence Educational Policies:

Radhakrishnan Commission (1948-49)-

It was the first commission to study the state of Universities in India after Independence. It was appointed with the specific aim 'to report on Indian University Education and suggest improvements and extensions to suit the present and future educational needs of the country. It highlighted the need of University Grant Commission the be established on the footsteps of University Grants Committee in Great Britain to act as a liason between Central Government and University and also the problem of medium of instruction at the University level.

Secondary Education Commission (Mudaliar Commission)(1952)-

The SEC was appointed under the Chairmanship of Dr .A .Lakshmanswami Mudaliar on 23rd September, 1952. It had the aim to suggest measures for re organization of the Secondary Education, improvement in aims, organization, content, and relationship between primary and Secondary school types.

Kothari Commission (1964)- This commission was mandated to comprehensively deal with the education sector in India .It recommended for Free and compulsory education for the children aged 6 to 14 years. It also adopted the three language formula at state level comprising of mother tongue, English and the state language.

National Policy of Education (1986) - NPE 1986 gave its considered recommendations almost on every aspect of our education with a plan of action to translate the suggestion into actions. The recommendations have been made to put into action the educational programmers of plans suggested therein. It gave importance to All round development, man power development, National Curriculum framework for everyone , one language at primary level and three language at secondary level, understanding the culture of the country, pooling of resources, lifelong resources and many more .

**National Education Policy, 2020:**

NEP 2020 is the most comprehensive educational policy that focuses on the holistic development of the students which help in recognizing, targeting and improving the academic as well as artistic, physical, emotional capabilities. It aims at synergizing the curriculum over all the levels of education within a strict and disciplinary framework for regulation. Hereby, we can study the various aspects for NEP with regards to the School Education, Higher Education, Professional Education, Adult Education and online Education.

NEP For School Education:**1. Early Childhood Care and Education: The Foundation of Learning:**

Here the age group of 3 to 6 is also included as this is the most crucial age for the development of children. Maximum of the brain development takes place during this age period. This policy does uses the structure of 5+3+3+4 whereas we had previously 10+2 structure in the education.

- a. ECCE is a play way, activity based method to make the children familiar to alphabets, languages, numbers, logical thinking, problem solving, drawing, painting, craft etc. It also develops the values like good behaviour, ethics, moral values, discipline, personal and public cleanliness, teamwork, and co-operation. ECCE has the ultimate goal of development in the physical, cognitive, motor and socio emotional domain of the children.
- b. A special framework will be designed by the NCERT for the children between 0-3 years and 3-8 years named as NCPFECCE (National Curricular and Pedagogical Framework for Early Childhood Care and Education).
- c. Stand Alone Anganwadis and Anganwadis connected to schools have to be given more importance so that high quality ECCE will be available at all the places in the country though rural or urban. Recruitment of specially trained teachers is important for the expansion and spread of ECCE curriculum
- d. Anganwadis will be given high quality infrastructure, well furnished, well ventilated and designed classrooms, these funding's will be done by the Central and State Government.
- e. Peer tutoring is the new option to decrease the illiteracy in our country where an individual takes the responsibility of teaching a child and making him literate.
- f. Children will be given the facility of nutritious breakfast along with the mid-day meal. Health card will be issued and regular health check-ups will be done.

3.Special efforts are taken to curtail the number of dropouts in the country for increasing Gross Enrollment Rate and goal is set to achieve 100%GER from preschool to secondary school by 2035. To increase this rate, vocational education programmes, distance learning programs at state level are also introduced.

4.Pedagogical structure and curriculum will be reconfigured to make them responsive to the developmental needs and interest at various age ranges .5+3+3+4 design is framed.

5.Focus will be placed on the holistic development of the child; efforts will be made to reduce the curriculum burden and Education will be more practical based. Multilingual medium of instruction will be home language as well as English. All the languages have to be taught in interactive way with many interactive sessions.

NEP 2020 and Higher Education:

- 1.The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
2. The policy aims at holistic development of the child that consist of subjects like arts, Humanities, languages, science , social sciences and professional , technical and vocational disciplines .



3. MERU i.e Multidisciplinary Education And Research Universities will be set up to gain advancement in the holistic studies just like the universal reputed universities.
4. More emphasis will be given to the Research work, all the required guidance will be given by the universities. This will be done by setting up start up incubation centers, technology development Centers, Centers in frontier areas of research, greater industry academic linkage and interdisciplinary research including Humanities and social science research.
5. The system of affiliation will be phased out over 15 years and a stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. It is envisaged that every college would develop into either an Autonomous degree granting College, or a constituent college of a university.
6. National Research Foundation (NRF) will be set up to increase the research work all over the country.
7. National Scholarship Portal will be improvised and expanded to support the financial needs of the SC, ST, OBC and other minority classes through scholarship allowances.
8. Online distance learning will be given a support and it is targeted to increase by 50% GER in the future. Time period.
9. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
10. All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields.

Conclusion:

It can be seen that the overall focus of NEP 2020 will be on the Implementation of skills, understanding and new learning methods in every child. More focus on practical learning rather than theoretical learning. Every student can get quality education no matter caste, gender or any disability. Different learning techniques and experiments used by the teachers. Students have the Freedom of choosing any subjects/streams with no foundations. This leads to giving importance to the Indian Languages and Ethics, Equality in Caste, Gender and Category is also followed. Overall Development of the Education System.

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