

## ROLE OF EDUCATION POLICIES IN TRANSFORMING EDUCATION SYSTEM IN INDEPENDENT INDIA

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### Abstract:

*The National Education Policy (NEP) 2020 aims to reorient and reform the Indian education system, in order to meet the needs of the Century. NEP 2020 puts forward revision and revamping the structure of educational system. It also provides guidelines and a framework for the education system in India. It focuses on an all-round, holistic and an integrated approach, skill development and usage of technology in education. It aims to make the system more flexible and universally accessible. The NEP 2020 covers all levels of Indian education system and proposes significant changes from pre-school to higher education . It puts forward the restructuring and redesigning the school education system by emphasizing on critical thinking, creativity and problem-solving skills. It provides significant opportunities for multidisciplinary and vocational education. The focal point of NEP 2020 is universal access, equity, quality, research, innovation, autonomy and accountability.*

**Keywords:** *NEP 2020, education, skill, development, Policy*

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### Introduction:

As the world is changing rapidly in every aspect, there is an urgent need to update and upgrade the education system in order to prepare the future generations to face the increasing demands and challenges. In this ever changing world, the term 'CHANGE' remains unchanged. Humankind has always been on a quest to adopt new methods to make life more comfortable, living better and easy. This leads to behavioural and intellectual changes which ultimately leads to new inventions. Education is not exceptional, it also requires changes and modifications.

### Change, changing, changed and changes:

Teaching and learning can be traced back to the ancient period where knowledge was passed to the next generation orally; and it will continue as long as human beings' survive on earth. Changes take place in every field including the teaching and learning process. The range of the outlook needs to be enlarged in order to have a broader social view. Social change, Globalization, industrialization and population explosion contributes to revision and reformation of the Educational System. Paradigm has shifted from teacher centred to child centred for better adaptation and flexibility. Children should feel more welcomed, secured and cared for in the classrooms. It makes the learner more comfortable, interested and motivated to learn. This serves to enhance the skill development of the learner.



We are living in the digital age, technology has been introduced into school education system. It is the responsibility of the teachers to use technology to transact knowledge. New technologies have to be adopted to make the teaching and learning process more effective. The NEP 2020 aims to build strong, equitable, and vibrant education system which helps to meet the challenges of the 21<sup>st</sup> century and promotes multidisciplinary and integrated approach to education. The NEP 2020 is based on the principles of inclusiveness, diversity, and excellence and it focuses on universal access, equity, quality, multidisciplinary education, vocational education, research, innovation, autonomy and accountability.

### **Education System in India:**

Education is the backbone of any country's development. In independent India, Education Commissions were set up from time-to-time. Based on the recommendations of the Education Commission, education policies have been implemented in order to provide quality education for the next generation. According to the recommendation of various commissions, systematic efforts were **taken to shape the Indian education system to provide world class education:**

Educational institutions are the miniature form or replica of a society. When the need of the society changes, school curriculum also requires to be re-designed and re-structured. The goal of the education system is to train the learners to be good citizens having moral values, rational thinking, compassion, courage, resilience, empathy, scientific temper and creative imagination with sound ethics. It aims at building an equitable, inclusive and plural society as guided by our Constitution. Over the years, major changes have taken place in teaching methodology. After independence, Indian Government set-up various commissions to frame guidelines to promote and regulate high-quality education in India.

### **Highlights of Education Policies in Independent India:**

*University Education Commission (1948) was setup under the chairmanship of Dr. S. Radhakrishnan, the aims are:*

- *To increase general prosperity of the nation, create an effective and functional democracy and to reduce socio-economic inequalities.*
- *Creating universities as university education for the next generations as a key step for higher level of learning.*
- *To provide higher education to all sections of the society, irrespective of any differences.*

*Secondary Education Commission (1952), under the chairmanship of Dr. A. Lakshmanaswami Mudaliar, the commission was set up, suggestions are,*

- *Introducing a uniform pattern of high school courses and the establishment of multipurpose high schools.*
- *Setting up of technical schools for the development of secondary education in independent India.*

*Indian Education Commission (1964-66), under the chairmanship of D. S. Kothari, the Popular Kothari Commission was set up. The highlights are,*

- *“The destiny of India is now being shaped in her classrooms. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction*



*whose principal objective is to raise the standard of living of our people”*

- *To have long term national aspirations.*
  - *Internal transformation*
  - *Qualitative improvement and*
  - *Expansion of educational facilities.*
  - *Formation of a National System of Education for dealing with all aspects and sectors of education.*
- National Educational Policy 1968 was formulated based on the recommendations of this Commission. National Policy on Education (1968), ‘total reformation’ and aimed at,*

- *Education should be extended to all sections of the society*
  - *Compulsory education to children for 6-14 years age group*
  - *Regional languages are encouraged to be used in secondary schools*
  - *English as the medium of instruction and Hindi as the national language in schools*
- *Children up to 14 years of age to be provided with compulsory education*
    - *Spend 6% of national income on education*
    - *Improvement of education among the minorities*

*Draft National Policy on Education (1979), the thrust suggestions are,*

- *Development of an educational system to help people not only to enhance their knowledge but also academic skills.*
- *Awareness of morals and ethics among students to develop a good personality and become worthy citizens*
- *Encouraging national integration through education*
- *Contemporary based needs of the Indian people*
- *To reduce the gap between the educated classes and the masses, in order to overcome the feelings of superiority, inferiority and alienation.*

*National Policy on Education (1986), the major recommendations are,*

- *To provide education with focus on women, scheduled castes, scheduled tribes, and other backward classes*
- *Imparting adult education, provision for fellowships for the poor, recruiting teachers from weaker section, and provision for new schools and colleges*
- *Child-centred approach and operation blackboard to improve the primary school education*
- *Establishment of open universities, accordingly Indira Gandhi National Open University was set-up by the government (IGNOU) at Delhi*
- *Education to rural people based on Gandhian philosophy*
- *Opening up the technical education sector, to set the stage for the emergence of information technology in education*

*National Policy on Education (1992), was set up under the chairmanship of Acharaya Ramamurti. Later, Central Advisory Board of Education was set up under the leadership of N. Janadhana Reddy the. With some modifications in NPE, it was known as the National Programme of Action of 1992. The recommendations are,*

- *The need for greater transformation, Development and strengthening national integration and Quality enhancement*
- *Bringing education closer to life and developing moral values among students*
- *Universalisation of primary education- SarvaShikshaAbhiyan- 'Education for All'- universal enrolment and retention of children*
- *Reducing Rural-urban disparities*
- *Create awareness of social and human values, and build a strong character*
- *For technical and professional course admissions, common entrance examinations to be conducted*
- *The Mid-day Meal Scheme, Bicycle scheme, establishment of pre and post-matric hostels etc.*

National Knowledge Commission (2009), under the Chairmanship of Mr. Sam Pitroda. The commendations are,

- Right to Education.
- Along with the first language (either mother tongue or the regional language), English should be introduced as a language from Class I.
- Decentralisation of schools and flexibility in providing funds.
- Improving school infrastructure and greater transparency in the system.
- For the teachers, students and the administration, Information and Communication Technology (ICT) to be made more accessible
- Recommends both pre-service and in-service teacher education programmes

### **Highlights of National Education Policy 2020**

Latest NEP 2020, aims to provide holistic and all round development, more competent at global stage. The NEP recommends,

#### **Part I- School Education**

- Universalisation of early childhood care and education (ECCE) for children of 3 to 6 years by 2030
- To achieve 100% gross enrolment ratio, measuring learning outcomes and assessments in school education.
- States and Union Territories to take steps to make the schools into “school complexes” by 2025.
- Redesigned curricular framework of 5+3+3+4 years with a strong base of Early Childhood Care and Education from 3 years.
- Medium of instruction up to Class 5 should be in mother tongue or local/ regional language and English to be optional up to Class 8.
- Exams will be conducted for Classes 3, 5 and 8, and board exams will be conducted for Classes 10 and 12
- A National Assessment Centre, Performance Assessment, Review, and Analysis of Knowledge for

Holistic Development (PARAKH) to be set up as a standard-setting body for all recognized school boards.

- Introduction of bag-less days in schools.
- Provide equitable quality education for all girl children and transgender students.
- Board exams to test knowledge, application, to include 'modular exams'.
- Vocational programmes to be introduced from Class 6

### Part II- Higher Education

Restructuring of higher education into three categories, such as,

- research-intensive,
- teaching intensive and
- autonomous degree-granting Colleges and
- Quality enhancement in higher education
- It proposes phasing out the system of affiliated colleges and turning institutions into multidisciplinary knowledge hubs.
- Four years undergraduate programmes with multiple-exist options
- Internationalization of education– allows entry of foreign universities, student and faculty mobility
- Independent boards having academic and administrative autonomy will be set-up for Governance of Higher Education Institution (HEIs)
- higher education system will include professional education as an integral part
- A single regulator, Higher Education Commission of India (HECI), will regulate every type of institution, private and public with the same norms.
- Establishment of Indian Institute of Translation and Interpretation (IITI).
- Efforts to preserve and promote all Indian languages Establishment of a National Research Foundation (NRF)
- National institutes will be started for Pali, Persian and Prakrit.
- **Improving Teacher Education-** Merit-based scholarships for 4-year B.Ed. integrated course and New National Curriculum Framework for Teacher education
- Stringent actions against substandard Teacher Education Institutions (TEIs).

### Part III- Other Key Focus areas

- Professional education is an integral part of overall higher education system.
- All Stand-alone universities to become multidisciplinary institutions offering holistic education
- It is important to promote Indian art and culture. Cultural awareness and expressions are among the major competencies are promoted.
- Healthcare education needs to be re-planned in accordance to duration, structure, and design of the educational programmes and requirements.



#### **PART IV. MAKING IT HAPPEN**

- In order to ensure that the policy is implemented in its spirit and intent, it recommends availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, Institutional, and individual levels.
- Strengthening and empowering the Central Advisory Board of Education (CABE) and all relevant agencies, boards and central and state governments.
- Setting up of National Center for Performance Assessment, Reviewed and Analysis of Knowledge for Holistic development (PARAKH). It includes shifting towards competency-based assessments and promoting critical and creative thinking aligned to the 21st century in classrooms.

#### **Place of Education Commissions in shaping Education System in India**

Education system trains our students to be logical, rational, open-minded, critical thinkers and enhances creativity. They develop an interest to study and achieve more and more and also to set higher goals. Each year, school dropouts are reducing, whereas the literacy rate, High school, higher secondary school pass-outs, graduates, engineers, doctors, post graduates and research scholars, etc. are increasing. Similarly, Number of high school, higher secondary schools, degree colleges, research centres, universities, technical institutes, higher education institutes, IITs, medical colleges etc, are multiplying. ISRO has launched satellites and successfully landed a moon craft on the south pole of moon, and is working to set up a Space Station. Many Indian doctors, engineers and scientists are contributing in different fields in various countries. Huge number of Indian engineers are controlling the world of technology and thus have great impact on the global stage.

Education policies; ensures inclusive, quality education and promotes lifelong learning thus playing a significant role in refining and updating the Indian education system. This makes it one of the best education systems on the global stage. Effective education system helps to achieve many milestones at national level and for the overall development of the country. Implementation of educational policies, and the quality education makes Indian students more competitive and get better opportunities all over the world. With reference to the recommendation of different education commissions, it can be concluded that our educational system has undergone a multitude of reforms to reach its present HIGH.

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