

EDUCATION DEVELOPMENT IN INDIA POLICY AND PROSPECTS WITH REFERENCE TO NEW EDUCATION POLICY

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Abstract

The process of giving or learning knowledge, skill, values, beliefs, and habits is known as education. Humans are given the ability to reason and make judgments through education, and this helps them in many areas of life when making decisions that are positive and move them toward development. Currently, the State Governments are in charge of educating the students and choosing the educational path that will benefit their citizens. This article offers a vision for future educational development and discusses the process of educational development. The researcher examines significant turning points in India's educational growth both before and after independence. The researcher has provided a specific reference of critical analysis together with relevant recommendations for the National Education Policy, 2020. Based on secondary data sources and personal observation, the researcher used an analytical research methodology to examine policies and the future of educational progress in India.

Keywords

Education, Development, Pupils, Learning, Policy, Responsibility.

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Introduction

Education is a liberating force, and in our age, it is also a democratizing force, cutting across the barriers of caste and class, and smoothing out inequalities imposed by birth and other circumstances (1). It is an art of learning to know how. It differentiates human beings from other creatures of life on earth. Currently, the state's governing structure is in charge of overseeing the education of the students and choosing the educational path that will benefit its inhabitants.

Historical Background

In pre-historic period which contains more than 99 percent historical development of the earth, the learning process was too slow because of no written evidence or script was known. Mankind grew day by day, in a process of learning. Homo-habilis to homo-Erectus and homo-sapiens to homo-spine-spine (fully brain developed) are instances of the learning process (2). Further development in tools and techniques, and cultural and religious ideas lead towards the development of well-known civilization in the Indian subcontinent i.e., the Indus Valley Civilization. Gradual process of continuity and change reveals the process of education. For instance, centralized administration, urban development, multi-class, racial and egalitarian society, development of communication, activities associated with cultural life, economic life, art and crafts, trade and commerce and so on, have been continued with remarkable change to the next phase of the Vedic period.

Knowledge of the pre-historic age continued with proto-historic (written evidence in the form of symbol or script deciphered) and finally historical period begins with the evidence of written statements since the Vedic age. A highly developed system of oral education was present during the Vedic period. Though, a universal script was unknown, education was transmitted from generation to generation orally, for e.g. in form of *gurukuls*. Different *ashramas* as specified in various Upanishads give hints about receiving education in a particular phase of life.

The religious transformation of 6th BC, the emergence of Buddhism, Jainas, the concept of Bhakti and so on, inculcated a moral and ethical education in the people of India which was further strengthened by Ashoka's Dhamma of the Mauryan period. The post-Mauryan period shows various schools of arts and crafts, for e.g. Gandhara and Mathura schools among others. The golden age of Guptas presents us with a number of great mathematicians (Aryabhatta), Astronomers (Baramahir), Surgeons (Sushutra), Physicians (Dhanvantri) etc., and world-famous universities in the form of examples at Nalanda, Taxila, Vikramashila etc.

Later, the Medieval India had been characterized by religious education in form of, for e.g., *gathikas* and *mathas* as the education department of a temple. Indo-

Islamic culture of this time had subdued the relevance of the Sanskrit language of ancient India and gave birth to the Urdu language. The concept of secular law remains absent in the theocratic state of the medieval period and religious canon is considered as the law of the land.

Educational developments in the modern age have been characterized by the policy and prospect of the British rule in India. The researcher divided it into two phases i.e., educational development in India before Independence and policy and prospects for education after Independence.

Educational Development in India before Independence

One of the most significant changes, during the establishment of the British rule in India, was the development of education. Initially, the Company had no interest in promoting education to the common but with time the need was felt for the deployment of the Indians at a lower administrative rung to have correspondence with the rulers and to work under the judicial system of India, thereby establishing schools and colleges.

Some of the earliest prominent examples include the Calcutta Madarsa (1781) established by Warren Hastings, Sanskrit College (1791) by Jonathan Duncan, Fort William College (1800) by Lord Wellesley. At the beginning of the new century, enlightened Indians and missionaries pressurize the government to promote modern, secular and western education in India. In 1817, Hindu College was set up at Calcutta by Raja Ram Mohan Roy and others to impart western learning to Indians which later become Presidency College in 1855 and Presidency University in 2010. Thousands of books were translated from Sanskrit, Arabic, Persian, Bengali, Hindi and Urdu into English at these institutions (3).

Charter, 1813 was the first remarkable step to educate the masses, it was unable to work accordingly until 1833 due to shortage of funds. Elephinston Institution (1834) was set up in Bombay which marked the beginning of new development in the field of Higher Education in India (4). In 1833; a committee was set up by Lord William Bentic chaired by Lord Macauley who presented his report called Macauley Minutes in 1835. He wanted to build an education system that was secular and scientific, free of age-old prejudices and at par with the western world and western education was to be promoted in vernacular medium at the primary level and English medium at the higher level. James Thomson, Lieutenant-Governor of N.W. Provinces (1843-53) developed a comprehensive scheme of village education in vernacular medium in which knowledge of mensuration and agricultural science could be imparted.

Wood's Dispatch, 1854 also known as 'Magna Carta of English Education in India's systematized the pattern of 10+2+3 and recommended 'English' as the

medium of instruction for higher studies and vernacular at the school level. Wood's efforts led to the setup of various institutions like the Universities of Calcutta, Bombay, and Madras.

Hunter Commission 1882-83 was formed by Lord Rippon and was chaired by W. W. Hunter to review the development of education in India. Particular attention was paid to primary education and it also brought light to inadequate facilities for female education and special attention towards the development of education among Muslims. Similarly, Raleigh Commission, 1902 was set up to inquire into the condition and aspects of the universities in India and to recommend proposals for their improvement.

Indian Universities Act, 1904 was passed by Lord Curzon on the recommendations of the Rayleigh Commission, and it stressed that universities need to focus more on study & research; the government was to have powers to veto universities, more stringent conditions for affiliation, the number of fellows was reduced and it was nominated by the government.

National Council of Education, 1906 was set up in Calcutta by the swadeshi nationalist with the objective to emphasize on teaching traditions, culture, and moral & ethical values with modern education in vernacular language. After independence, it was developed into Jadavpur University. Through Government Resolution on Educational Policy, 1913 the government accepted the policy of removal of literacy and urged the provincial government to take early steps to provide elementary education to the poorer and backward sections (5). Saddler University Commission, 1917-19 proposed that for the improvements of university education, improvement of secondary education was a necessary precondition and recommended for setting up the 'Central Advisory Board of Education' (CABE).

Hartog Committee, 1929 focused on improving the quality and standards of university level education. Sapru Committee, 1934 emphasized upon the vocational education, diversified courses, and three year degree courses while intermediate stage should be abolished.

Wardha Scheme of Basic Education, 1937 was an outcome of the Gandhian philosophy of education as a dynamic concept (6). It provides the fulfilment of men's need at all levels i.e. biological, social and philosophical. The scheme was child-centred and cooperative manifested in craft-centred teaching to increase employment and recommended free and compulsory education for the first seven years of schooling (through mother tongue), the inclusion of basic handicrafts in the syllabus, teaching to be in Hindi from class II to VII and English only after class VIII.

Sergent Plan of Education, 1944 recommended setting of UGC and proposed a 3 years degree course after higher secondary, pre-primary education for 3-6 year age group, free, universal and compulsory elementary education for 6-11 years, high school education for 11-17 years age group for selected children which was divided into academic and technical or vocational education.

Policy and Prospects on Education after Independence

Radhakrishnan Commission, 1948-49 also known as University Education Commission suggested the integration of secondary and senior secondary education. It states that there should be 12 years of pre-university educational courses. A UGC needs to be set up to look after university education in the country. And so, the University Grant Commission (UGC) was constituted in 1953 and given an autonomous statutory status through an act of parliament in 1956, with responsibilities connected with university education including determination and coordination of standard and facilities for study and research. Mudaliar Commission / Secondary Education Commission, 1952-53 recommended introducing a 3 year secondary and 4 year higher education system and advocated for the setting up of multi-purpose schools and vocational training institutes.

Kothari Commission, 1964-66 to prepare a report on 'Education and National Development' based on which the government of India announced the first National Policy on Education in 1968. It recommended:

- Free, Universal and Compulsory education upto the age of 14 years.
- A three language formula—Mother Tongue, Hindi & English and development of region all languages.
- Investment of six percent of national income on the education.
- Training and quality of teachers
- Development of education for agriculture and industry
- Establishment of Indian Education Services (IES) to improve the quality of higher education.

In 1976, Education was placed into the concurrent list by 42nd constitutional amendment act, 1976 through which center and state, both do have responsibilities to promote the educational system in the country.

Through National Policy on Education, 1986 the modified policies, which were framed in 1992, envisage a national system of education to bring about uniformity of education. It makes adult education program a mass movement and also provides universal access, retention and quality of elementary education along with emphasizing education for girls. National curriculums were defined herewith to promote the use of educational technologies (blackboard, flashcard etc.).

National Knowledge Commission, 2005 recommended the need for restructuring the curriculum to meet the demand for multi-disciplinary professionals and criteria-based resource allocation to ensure maintenance of standard and strategic performance to promote excellence in higher education. It also promotes the entry of foreign universities and favored reducing the burdens of affiliation with colleges and universities.

The 86th constitutional amendment act, 2002, provides the 'Right to Education as a fundamental right through which a new Art-21A was inserted in the Indian constitution under Part – III which made Right to Education a fundamental right for every child of 6 to 14 years. No child is liable to pay any kind of fee including capitation fees. It also formulated a teachers and students ratio for primary (1:25) and for secondary (1:30). Through several centrally sponsored schemes such as *Sarva Shiksha Abhiyan (SSA)* initiated in 2001 for universalization of elementary education, supports state and union territories in their efforts to implement RTE Act.14.

National Education Policy, 2020

It is a comprehensive framework for not only primary and secondary education but higher education and the need for vocational education have equally emphasized upon. It aims to universalize the pre-primary education and provide fundamental literacy for all. National Education Policy, 2020 recognized by giving equal footing to academic, vocational and extra-curricular activities focusing upon area of interest of the students and get ready to fight with the real world. Thus, several state governments are in hood to implement it as early as possible. The government of Himachal Pradesh is not lacking behind, and prepared a frame work (taskforce) to implement it early and get the fame of the first state of India to implement (7).

The draft has been prepared by K. Kasturirajan Committee which was passed by the central government and after various discussions, it finally comes out in the form of NEP 2020 targeted to the universalization of education with achieving global standard of education and reducing the gap between government and private education in India. It transform the age-old curriculum and pedagogical structure with a 5+3+3+4 design covering the children in the age group of 3 to 18 years and manifested that the government is caring for early childhood care education as well.

5+3+3+4 Design is proposed to replace the model of the earlier 10+2 design of primary, secondary and senior secondary education. In this new model of education, the government trying to lure the child from three years of age in the formal education system and it will be vested till the age of 18 years when they completed their

primary, secondary & senior secondary and are ready to go in college for pursuing their higher education. It is divided into four stages i.e. Foundation, Preparatory, Middle and Secondary stages.

The Foundation Stage is a five year period divided into three year play school and two years for class I & II. It aims to attract children towards staying and playing with discovery-based learning in school in a formal way.

The preparatory Stage (for 3 years) is for three years of Class III, IV, & V which focuses on study with activity being focused upon in mother tongue or national language. Examination systems are proposed to start here for promoting in the next standard and to introduce the examination pattern among children.

The Middle Stage (for 3 years) consists of three years of Class VI, VII & VIII. Math, Science, Social Science and Arts are being taught herewith special focus on computer code and vocational study. Students are optioned with one Indian Language at this stage.

Secondary Stage (for 4 years) consists of four years of Class IX, X, XI, XII. There would be no stream, students can opt for multiple subjects of multiple streams. The Prime motto of this system is to enhance understanding and critical thinking among the pupils. At this stage, students are optioned with one foreign language. Herewith, a semester-wise exam system is being proposed to apply at the secondary stage of education.

The Higher Education stage focuses on the student's free will to study subject of his choice with a multiple entries and multiple exit systems during his 4-year graduation course. Students can get a certificate for one-year completion, a diploma for two-year completion, and a degree for a three-year completion. M. Phil has been scrapped and Ph. D. will be limited to 4 years.

Teachers Education such as B.Ed, minimum degree qualification for teachers by 2030 is proposed to be of four-year integrated course. National Curriculum Framework for Teacher Education (NCFTE-2021) would be structured to outline the concern and vision of teacher education in the country.

The New Education Policy, 2020 does have the vision of universal access and retention with a hundred percent gross enrolment ratio for all school education by 2035 focusing on three language formulas of mother tongue, regional language and classical language at the school level aims to protect and promote our unique culture. A new independent body, State School Regulatory Authority (SSRA), needs to be created. An autonomous body called National Research Foundation (NRF) is to be set up through an act of parliament to foster a research culture in higher education. National Education Commission or Higher Education Commission of

India (HECI) to be constituted which to be chaired by Prime Minister and will comprise eminent educationalists, researchers, union ministers and CM of the states. MoHRD to be redesigned as Ministry of Education (MoE).

Perspectives of New Education Policy, 2020

Current expenditure in the education sector has been proposed to increase from 1.6 percent now to 6 percent of national income. It focuses on the area of students and 360-degree holistic developments are being given to the academic, practical and co-curricular activities of the students. Semester system based on assessment of marks, self-assessment, peer-reviewed and teachers' assessments introduce since secondary stage and optioned with the learning of foreign language. It also encourages the Sanskrit language. The flexibility of stream, multi-entry and multi-exist at higher stages with system of academic banks of credit are remarkable aspects of NEP 2020.

Drawbacks

More flexibility to the student in NEP is given, herewith lack of specialization of subject knowledge would create a hardship in research and development. Molding teachers' aptitude to promote friendly, cooperative and democratic relations with students is another tough task. It emphasized more on oral activities at the foundation and preparatory stage while reading, writing, listening, speaking and comprehending all need to be focused.

Suggestions

Though, the new education policy, 2020 tried to curb the malice and upscale the society to a new height, the researcher presented some of the valuable suggestions for the development of education in India. Firstly, Counseling Facilities need to be given in the middle and secondary stages of education. Each and every school should have an eminent counselor for briefing about the professional activities and requirements of the same through which developmental path of the students are to be clear after passing their secondary stage. At present, students are unclear about their future goals whether they want to be an IAS officer or a doctor or an advocate or a professor and so on, even after passing out their post-graduation. The post of counselors should be preserved for those bright candidates who have been faced the interview of most prestigious exams of India such as IAS and do have revolutionary knowledge of prominent subjects. Secondly, Self-Meditation Centre should be created in each institution where students are compulsorily devoting their time to have a deep thoughts of their self and adjudge their self-knowledge and developmental path. Thirdly, students should be inflowed with the knowledge of entrepreneurship. Fourthly, the teacher's promotion system should be based on social audit conducted

through students themselves and Gram Sabha on prescribed criteria. Fifth, the code of conduct for teachers needs to be enforced strictly by the concerned authority. At last, a proper dress code for the students, and equipped infrastructure facilities with modern technology need to be created.

Conclusion

Education is the backbone of a country's development because all-around development could be possible only through adequate means of human resources. With the gap of every few decades, a new policy on education is being introduced in India to upscale the society to their new heights of development. Education policy influence society of all strata and shape the life of the citizens at large. The new education policy, 2020 is a comprehensive framework to guide the development of education in the country with high hope for the near future.

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