



ROLE OF INDIAN NATIONAL EDUCATION POLICIES IN MODERNIZATION OF EDUCATION

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ABSTRACT

In the pre-independence period, the British thought about education in their own way. Educational recommendations were made through Charter Act, Macaulay Minutes, Lord Bentinck's Education Policy, Wood's Khalita, Hunter Commission, Calcutta University Commission, Hartog Committee, Abort Wood, Sargent Plan. At the time of independence, basic facilities, universalization of education, quality, and neglect of regional languages were the conditions. Recommendations have been made in the National Education Policy 1968, 1986, 2020 for an education system that contributes to development by removing the defects in the education system. Our education system is on a journey from right to education to proper education. The National Education Policy is expected to achieve the five objectives of equity, competence, accessibility, quality and accountability.

INTRODUCTION

Since the pre-independence period, various commissions and committees have been constituted from time to time to consider education from pre-primary to college level in India. The Charter Act of the East India Company, which took responsibility for Indian education, was promulgated in the year 1813. The Macaulay Minutes of 1835 made recommendations for education of the upper classes and an emphasis on English education.

Lord Bentinck's Education Policy of 1835 called for spending on English education and not closing down indigenous institutions. Lord Auckland recommended the continuation of the Oriental College in 1839. Published in the year 1854, Wood's Khalita made prominent recommendations for European and Oriental education, education of the Bahujan community, grants, teacher training, establishment of universities, etc.

In 1882, the Hunter Commission recommended that education should be controlled by local bodies, confirming Wood's recommendations. National spirit, education through mother tongue, professional education was awarded during this period through national education. The reports of Calcutta University Commission (1917), Hartog Committee (1929) and Abort Wood (1936) made recommendations on higher education, quality development, and vocational education respectively. In the year 1944, different levels of education were suggested in the 'Sergeant Plan'.

During the British era, the purpose of education was to prepare workers to help the government in administration. The problems were universalization of education, basic facilities, quality, and neglect of regional languages. There was no uniform system of education in the country. In the year 1964 education commission formed under the chairmanship of Dr. D. S. Kothari advised the government on the development of educational framework, principles. Based on these recommendations, India's first National Education Policy was released in 1968. A comparative study of the recommendations at different levels of all the three National Education Policies announced in 1968, 1986 and 2020 has been done.

PRE PRIMARY EDUCATION

Recommendations of National Education Policy (1968).

1. The target will be to enrol 5 percent of children in the age group of three to five years and 50 percent of children in the age group of five to six years in pre-primary education by 1986.
2. Basic skills, intellectual, emotional, artistic attitudes, good health habits will be developed.
3. Development centers will be created for child education.



4. Child education centers will be run by private organizations by providing them with grants.
5. Children's literature and curriculum development, teacher training and research will be emphasized.
6. Teachers will be trained.
7. Children's literature and curriculum will be prepared for pre-primary classes.
8. Activities of language education, health, environment, handicrafts, sports will be implemented.

National Education Policy (1986) Recommendations

1. Physical, mental, emotional, moral, social development of children will be done.
2. Nursery schools will be established for universalization of education.
3. Writing, reading, arithmetic will not be included, education will be imparted through games.
4. School health programs will be implemented.
5. Various sections of the society will be involved.

National Education Policy (2020) Recommendations

1. 5+3+3+4 pattern will be adopted instead of 10+2+3.
2. Pre-primary education will be included in the framework for the first time.
3. Kindergartens and Anganwadis will be attached to nearby primary schools.
4. Teachers will be given special training.
5. Physical, moral, emotional development will be done.
6. Learning will be fun, action and play based, no pressure to study.
7. The medium of instruction will be the mother tongue, including Sanskrit.
8. Breakfast will be arranged along with mid-day meal.
9. According to the Right to Education Act, free and compulsory education will be provided close to home.
10. Writing, reading, arithmetic will not be covered.

PRIMARY EDUCATION

National Education Policy (1968) Recommendations

1. Compulsory and free primary education will be provided to children up to the age of fourteen years as per the provisions of the state constitution.
2. A primary school will be within one kilometre from the child's home.
3. Children will be provided quality primary education.
4. Education will be universalised.
5. Programs will be designed to prevent school dropouts.
6. The course will include work experience and evaluation.

National Education Policy (1986) Recommendations

1. Emphasis will be placed on universal enrolment of students.
2. Care will be taken to ensure that the admitted children continue their education.
3. Chalk-Board campaign will be implemented for basic facilities at primary education level.
4. Education will be agricultural.
5. The no-fail policy will continue.
6. Students will not be physically punished.
7. School timings and holidays will be decided at the convenience of the student.
8. Government, local bodies and NGOs will be involved.
9. Each class will have one teacher.
10. School buildings will be constructed through various government programs.
11. Non-formal education will be introduced for out-of-school students.

National Education Policy (2020) Recommendations

1. Students in the age group 9 to 11 (third to fifth) will be included in primary education
2. Teachers will teach all subjects.
3. Basic knowledge of writing, reading, arithmetic will be imparted.
4. A third language will be taught along with mother tongue, national language.



5. The curriculum will include music, sports, yoga education.
6. Teachers will be provided through education complex.
7. Class III and Class V exams will be conducted centrally.
8. Special activities will be conducted for gifted and academically disadvantaged students.
9. Skill and technology based education will be imparted.
10. Syllabus and textbooks will be changed as per requirement.
11. Aptitude, skills along with examination marks will be recorded in progress book.
12. Teacher Eligibility Test will be made mandatory.
13. 50 hours of training will be provided every year to enhance the quality of teachers and principals.
14. Vacancies of teachers will be filled, contract system will be discontinued.

SECONDARY EDUCATION

National Education Policy (1968) Recommendations

1. The figure of 10+2+3 will be accepted.
2. Three languages can be taught at secondary level.
3. Topics will include work experience and community service.
4. Special emphasis will be placed on scientific approach and research.
5. There will be reforms in the examination system and evaluation.
6. Vocational education will be provided.
7. Various games will be developed.
8. A plan for secondary education will be prepared at each district level.
9. Access will be controlled.
10. Educational standards will be followed along with infrastructure.

National Education Policy (1986) Recommendations

1. Students will be introduced to science, history, civics.
2. History, culture, customs, traditions, integration, and human values will be inculcated.
3. Vocational education will be imparted.
4. Special schemes will be implemented for disadvantaged students.
5. Special schools will be started for intelligent students.
6. Skilled manpower will be created keeping in mind the needs of the market.
7. Business courses in agriculture, health, marketing etc. will be started.
8. Special attention will be given to the education of women.

National Education Policy (2020) Recommendations

1. 12 to 14 age group (6th to 8th) means secondary education.
2. Education will be through mother tongue, trilingual formula.
3. Individual teachers for subjects and special teachers from school complexes will be appointed.
4. Skill-based, craft-based, technology-based education will be imparted.
5. Traditional arts, language skills, science will be taught.
6. The quality of study, behaviour and skills will be recorded in the progress book.
7. It should include self-assessment, peer assessment, teacher assessment.
8. Examination for teacher recruitment, evaluation after five years, training, B. Ed. The course will be of 4 years.

HIGHER SECONDARY EDUCATION

National Education Policy (1968) Recommendations

1. Accepted Kothari Commission's recommendation that 50% students each after class 10 should take general education and vocational education.
2. In general education two languages and three subjects from Arts or Science group can be chosen.
3. It will also cover work experience, social service, physical education, handicrafts and moral values.
4. Technical education, scientific, industrial courses can be started in vocational education.
5. Courses like home science; nursing can be started for girls.
6. There will be a need for planning regarding college seats.



National Education Policy (1986) Recommendations

1. No separate recommendations have been made for the higher secondary level.

National Education Policy (2020) Recommendations

1. Higher secondary education will have a curriculum from class IX to XII.
2. A total of 16 subjects will be taught in 9th-10th and 24 subjects in 11th-12th.
3. Sessional system will be followed.
4. Unrealistic importance of 10th, 12th exams will be reduced.
5. There will be freedom of choice of subjects from different groups like Arts, Science, and Commerce.
6. Basic facilities and manpower will be shared from the complex of schools.
7. Vocational education will be preferred.
8. Work based education will be given.
9. Subjects can be learned through distance learning.
10. Various activities on personality development, character development, environment etc. will be implemented.
11. Examinations will be conducted for competency development purposes.

HIGHER EDUCATION

National Education Policy (1968) Recommendations

1. Improvements will be made in the quality of higher education.
2. Students who are aware of social responsibility will be produced.
3. Radical improvements will be made in research.
4. The necessary manpower will be created for the purpose of economic development of the country.
5. International standard universities will be established.
6. Universities will be given autonomy.
7. Textbooks and curriculum will be redesigned.
8. Improvements in teaching and learning, new methods for evaluation will be suggested.
9. A cell will be set up at the central level for reforms.
10. Post graduate studies can be done in English, Hindi or regional language.
11. Various schemes for student welfare will be implemented.

National Education Policy (1986) Recommendations

1. Universities and colleges will be provided with basic infrastructure and educational materials.
2. Efforts will be made to accelerate higher education.
3. Educational facilities will be expanded.
4. All the loopholes in higher education will be removed.
5. Funds will be disbursed as per University Grants Board rules.
6. It has to play an important role for the overall development of the individual.
7. The standard and quality of education will be maintained.
8. Autonomous colleges will be assisted.
9. Courses will be restructured.
10. Vacancies of teachers will be filled, training will be provided.

National Education Policy (2020) Recommendations

1. The course of higher education will be three or four years.
2. Certificates, diplomas, degrees and honours degrees will be awarded on completion of the course.
3. The course will have multiple entry and exit facility, freedom to change subject.
4. Credit will have to be completed in phases; National Credit Bank will be established.
5. Courses of all subjects will come under one regulation. (Exceptions – Agriculture, Health, Ritual)
6. The target will be 50% of the students enrolled in higher education in the next fifteen years
7. All colleges will be accorded university status in a phased manner.
8. Research will be encouraged to solve the problems and needs of the society.
9. M. Phil will be cancelled; Ph. D. Entrance test will be conducted.



10. Teachers will be given six months teacher training at the time of recruitment.
11. There will be a single control body at the national level.
12. Vocational courses will be taught through advanced technology.

CHARACTERISTICS AND UNIQUENESS OF EDUCATION POLICIES

PRE PRIMARY EDUCATION

The policy of 1968 emphasized on the goal of access to education, development centers for child development, basic facilities, children's literature, curriculum, teacher training, education through sports. The recommendations of the 1986 policy are not to include writing, reading, arithmetic skills in the curriculum, holistic development of children, establishment of nursery schools. The inclusion of pre-primary education in the framework, creative, enjoyable, education through games, and education through mother tongue, free and compulsory education is the uniqueness of the 2020 policy.

PRIMARY EDUCATION

The 1968 policy included compulsory, free, quality primary education close to the student's home, dropout prevention programmes, universalisation, work experience and evaluation. Universal enrolment of students, continuity of education for enrolled children, emphasis on construction of buildings, nationwide chalk-fruit drive for basic facilities, promotion of no-failure policy, prohibition of corporal punishment, adequate number of teachers, non-formal education are the hallmarks of the 1986 policy. Inclusion of third to fifth students in primary education, basic knowledge of language and mathematics, Trilingual Formula, inclusion of music, sports, yoga in the curriculum, education package, universal examination for third and fifth, special activities for intelligent and underdeveloped students, skill and technology based education, curriculum restructuring, progress book The recommendations of the 2020 policies are to include academic marks along with ability, skill recording, teacher-principal training, filling vacancies, and ending contractual system.

SECONDARY EDUCATION

The 1968 policy included 10+2+3 format, trilingual formula, inclusion of work experience and social service subjects, emphasis on science and research, improvement in examination and evaluation, development of vocational, sports, scheme for secondary education at district level, admission control infrastructure. The 1986 policy emphasized schemes for the underprivileged, special schools for intellectuals, vocational courses, creation of skilled manpower, women's education. 6th to 8th stands for secondary education, school complex, skill, craft based, skill based education, quality with study, behaviour, skill progression book entry are the features of the 2020 policy.

HIGHER SECONDARY EDUCATION

General and vocational education after 10th, courses for different groups, moral values, special courses for girls, planning of college seats were the features of the 1968 policy. The 1986 policy did not make separate recommendations for higher secondary level. In higher secondary education, 40 subjects will be taught in the curriculum from class IX to XII. Unreasonable importance of 10th, 12th standard, adoption of semester system, freedom of subject selection from different branches, formation of education complex was the features of the 2020 policy.

HIGHER EDUCATION

Improvement in the quality of higher education, social responsibility and manpower generation for economic development, improvement in research, universities of international standard, and autonomy for universities were the major recommendations of the 1968 policy. Recommendations such as infrastructure, educational facilities, mobility, distribution of funds, comprehensive development, teacher training were made in the 1986 policy. Three or four year degree course, multiple entry and exit, freedom to change subjects, credit system, target of 50% of admitted students to enter higher education within 15 years, phased university status of colleges, M. Phil. cancelled, Ph. D. Exams for admission, adoption of advanced technology were the features of the 2020 policy.

CONCLUSION

During the British era, the purpose of education was to prepare personnel who would help in administration. Western culture had a strong hold on education. Recommendations were made through all the three commissions to get rid of it and build an India-centric education system to accelerate nationalism and economic development. Chalk-fruit campaign, basic educational facilities, Right to Education Act, enjoyable education, skill development, use of technology are getting success step by step. There are still challenges facing the education system. It requires continuous efforts. The National Education Policy is expected to achieve the five objectives of equity, competence, accessibility, quality and accountability.



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