A Study On National Education Policies And Revolution In The Education Sector In India

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Abstract

Education is one of the key factors for the development of the country. Substantial investment in human capital contributes to the sustainable development of the economy. It raises human capital and boosts entrepreneurship and advances in technology. Ultimately it plays a vital role in ensuring both social and economic progress as well ameliorates income distribution. Finance Minister in Union Budget 2021-22 aforementioned that NEP under "reinvigorating human capital" theme launched lately has received a good reception. The present paper highlights on National Education Policies and major changes that took place in the education sector in the last decade. This study is descriptive in nature and information is collected from secondary sources. Finally paper revealed that drastic changes took place in education sector.

Keywords: Education, National Education Policy, India, Government

JEL Classification: H_5

1.0 Introduction

Education is important tasks which facilitates learning, acquires skills, knowledge, values, beliefs, morals so and so forth. It supplies new aspirations and imports a habitual view to children. A society which is educated results in better development compared to illiterate. Absence of education poses problems. It is the education which makes equivalent opportunities for both men as well women. Since independence India has concentrated on literacy improvement rate. Still today our government runs several programs in promoting Primary and Higher education in our country. India clutches a significant place in the education industry world-wide. Despite there is a necessary ability for further development in the education system.

2.0 Literature Review

1. **Anubhav Singh (2015),** the paper identified principal challenges i.e. demand & supply gap, quality education, R&D, faculty shortage etc. in Education sector in India.

2. **P. S. Aithal & Shubhrajyotsna Aithal (2020),** the paper studied the different policies which were announced in the higher education system and compared with the present adopted system.

3. **Dr. K. Meenakshi Sundaram (2020),** the article made a comparative study between National Education Policy 1986 and National Education Policy 2020. Findings of the study revealed that NEP 2020 emphasised on multidisciplinary approach in particular which had given a broader scope for the overall development of the student than NEP 1986.

4. **Pawan Kalyani (2020),** the paper investigated about the NEP 2020 & its impact on the stakeholders and brought the awareness & prospective of NEP 2020 through social media platform & analysed the data available.

5. **B.Venkateshwarlu (2021),** the paper concluded that higher education plays a significant role which decides about the progress of the economy socially, in terms of technology and healthy human behavior in every country.

3.0 Objectives of the Study

1. To study the major changes in National Policies on Education.
2. To analyze the major changes in the education sector in the last decade.

4.0 Research Methodology

The study collected the information from secondary sources i.e. websites and articles.

5.0 Analysis of Data

5.1 National Policies on Education

The Indian government developed the National Policy on Education to promote and regulate education in the country. The Kothari Commission (1964-1966) recommendations were considered by Prime Minister Indira Gandhi in 1968 to develop 'radical restructuring' which was the first NPE. In 2020, Prime Minister Narendra Modi declared second NPE.

Teacher training and qualification, compulsory education for all children up to the age of 14, 'three language formula' for secondary education were identified by the policy. Hindi, English and the student's native language are there in three language formula. It promoted the national language Hindi as a common language for all Indians. It also promoted an ancient Indian language Sanskrit. 6% of national revenue must be used as education spending which was the proposal of 1966 NPE.

In May 1986, Rajiv Gandhi's government announced a new national education agenda. '**Special emphasis on removing gaps and equalising educational opportunity**' The major goal of this policy is to ensure that all people, especially women, members of the ST and SC communities, have equal access to education. Scholarships are being expanded, adult education is being promoted, more teachers from the SC and ST communities are being hired, poor families are being rewarded for sending their children to school on a regular basis, new institutions are being developed and housing and services are being provided.

"Child-centered approach" in primary education was suggested by NPE. To expand primary schools 'Operation Blackboard' was started in the country. In 1985, Indira Gandhi National Open University was established to develop the Open University system. Economic and social growth in rural areas was Gandhi's principle which the policy reflects as a 'rural university' model.

In1992, the P.V. Narsimha Rao government changed the 1986 national strategy on education. In 2005, Prime Minister Man Mohan Singh dubbed the "Common Minimum Programme." It was planned that in India admission to all professional and technical schools will take place by the common entrance examination.

To lessen the physical, mental and financial load on students and their parents who writes several entrance exams, three exam schemes for admission to Engineering and Architecture/Planning programmes were established by the Government of India, namely JEE, AIEEE (All India Engineering Entrance Examination), and SLEEE (State Level Engineering Entrance Examination).

In 2019, the Ministry of Human Resource Development published a draught New Education Policy 2019. To improve critical thinking, essential learning, discussion-based and analysis-based learning and more holistic experience, the draft NEP reduced curricular content. To optimise learning based on pupils' cognitive development; it mentioned the change in the curriculum and pedagogical framework as 10+2 to 5+3+3+4 systems.

To modify the existing Indian education system, the government of India approved a new National Education Policy on July 29, 2020.

5.2 Major changes in Education Sector in the last decade

In the recent decade, new paradigms in education have emerged, altering how students interact with courses and content. While the Draft National Education Policy (NEP) aimed to create a more fair educational system, NCERT is scheduled to alter the curricular structure and EdTech is disturbing students' study habits and introducing blended learning. On the other side, skilling and entrepreneurship have become educational buzzwords that have been included into school curricula and higher education institutions. The main goal is to improve the innovation ecosystem and make education more learner-centered.

5.2.1. Draft NEP for holistic development

Several components of the NEP 2019 overlap with the National Curriculum Framework's revisions (NCF). According to experts, the focus should be on execution rather than the introduction of new concepts. The policy also promotes the creation of specialised research universities through the National Research Foundation (NRF), which would fund academic research in various fields' viz., science and technology, social sciences, arts and humanities.

5.2.2. Invention of digital learning platforms

Over the last decade, online learning has grown significantly as the internet and education have merged to provide people with the possibility to learn new skills. Udemy, Coursera, Lynda, Skillshare, Udacity and Qwiklabs are just a few examples of online learning systems that serve millions of individuals. Different user verticals are also influencing the platforms.

5.2.3. Smart classrooms

Over 12,000 schools in India's 560 districts have introduced smart classrooms. Jammu and Kashmir was one of the first states in the country to introduce smart classrooms, with over 220 schools equipped with the technology. This strategy proved to be beneficial to students. Smart classes have arisen as a renovation of the teaching-learning process in the Indian educational system to give superior education. Smart classrooms are technology-rich lecture halls that increase teaching-learning opportunities by incorporating learning technology such as PCs, specific software packages, helpful hearing aids, spectator reaction technology, networking, audio/visual capabilities and so on.

5.2. 4. Entrepreneurship in curriculum

Education is a crucial mainstream in India for proposing an effective ecosystem for integrating and developing entrepreneurship. An individual's entrepreneurial orientation is a combination of direction and advice in identifying and marketing his or her ideas. Extent literature also supports that entrepreneurship education triggers a stimulus among students towards venture creation. Currently, Indian education curtailed to passive learning and is not designed to push towards innovation and entrepreneurship. Presently the focus has shifted to impart education in entrepreneurship by integrating it with the curriculum.

5.2.5 Bridging the Industry- Academia gap

The gap between industry and academia has expanded in the recent decade due to limitations in research capacity, innovation and poor participation in Ph.D. programmes. Regular interaction with the industry, setting of pedagogy and obtaining patents leads to students' skill development and training resulting in improvement of placement across institutions and enhance students' abilities and skills towards the success of organizational goals.

5.2.6. Reinvigorating Human Capital

The Finance Minister stated that the NEP, which was just announced, has received positive feedback and that over 15,000 schools would be qualitatively strengthened to integrate all of the NEP's components. She also announced the establishment of 100 new Sainik schools in collaboration with NGOs, private schools, and states. She also advocated creating a Higher Education Commission of India, which would serve as an umbrella organisation with four distinct vehicles for standard-setting, accreditation, regulation and funding. The administration proposed establishing a central university in Leh to provide accessible higher education in Ladakh.

5.2.7. Scheduled Castes and Scheduled Tribes Welfare

The government has set a goal of constructing 750 ekalavya model residential schools in tribal areas, with a unit cost of each school increasing from 20 crores to 38 crores for hilly and difficult areas and from 48 crores for hilly and difficult areas. Similarly, the central support for the redesigned Post Matric Scholarship Scheme for the welfare of Scheduled Castes was increased, with Rs. 35,219 crore provided for 6 years, through 2025-26, to help 4 crore SC students.

5.2.8. Skilling

In collaboration with the United Arab Emirates (UAE), a project is ongoing to compare skill qualifications, assessment and certification, as well as the deployment of a certified workforce. The government has also established a joint Training Inter Training Program (TITP) between India and Japan to assist the transfer of Japanese industrial and vocational skills, techniques and knowledge, which will be expanded to include many more countries.

6.0 Findings of the Study

1. School education has a new didactic and curricular structure (5+3+3+4).
2. Every aspect of the education profession is being influenced by technological advancements. Educators can now teach and communicate with students outside of the classroom through alternative channels of delivery.
3. EdTech companies introduced in the last decade and became the crucial link between enrolments and enhanced learning outcomes.
4. Entrepreneurship is fast emerging as a premier field of study in schools, colleges and universities.
5. Academic institutions are trying to come up with initiatives to make students work-ready.

7.0 Suggestions

1. There is a definite need for revolutionary changes in the Indian Education System.
2. The government must make efforts to provide online access for all the students.
3. Since in recent times, E-education is the major mode of learning, it is necessary to give instructors and students with support for digitization by making such platforms and content available for free, particularly in small schools and rural areas.

8.0 Conclusion

Overall paper concludes that drastic changes took place in education sector resulting in broader scope where students can learn and enhance their skills and knowledge in terms of multidisciplinary thereby leading to fruitful output to the society and ultimately contributing to the growth of the economy.

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