

# Roadmap for Sustainable Development: A New National Education Policy

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**Abstract:** *The Government of India has appointed a new committee under K. Kasturirangan to prepare a Draft for the new National Education Policy in 2017. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. This paper focus on to the new national education policy in India emphasis in the tertiary level of education lies on science and technology. Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. It is found that there are some recent developments in new education policy are as District Primary Education Program (DPEP), Sarva Shiksha Abhiyan (SSA)/Right to Education (RTE), Rashtriya Uchchatar Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013 etc. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education.*

**Keywords:** *Education System in India, National Educational Policy in India, Recent developments in education Systems in India, New Educational Policy.*

## Background

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. The government of India has appointed a new committee under K. Kasturirangan to prepare a Draft for the new National Education Policy in 2017. Other members of this committee are former IAS officer K J Alphonse Kanamthanam, Baba Saheb Ambedkar University of Social Sciences vice-chancellor Ram Shanker Kureel, Guwahati University professor Persian Dr Mazhar, Manjul Bhargava, mathematics professor at Princeton University, M K Sridhar, T V Kattimani, Former Uttar Pradesh education director Krishan Mohan Tripathi and Vasudha Kamat, former vice chancellor of Mumbai's SNDT Women's University.

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953) and the Kothari Commission (1964–66) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organization that would advise both the Union and state governments on formulating and implementing education policies.

Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a

"child-center approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

The 1986 National Policy on Education was modified in 1992 by the P.V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

#### **Objects of Budget 2017: UGC to be reformed for higher education**

- While announcing benefits for the education sector, focus will be on energizing youth and create jobs.
- Bring out reforms in University Grants Commission (UGC) for higher education.
- Furthermore announced to free CBSE from conducting examinations, and will focus majorly on academics.
- "Greater autonomy will be provided to major institutes."
- "UGC will be reformed for higher education."
- The budget allocation for welfare of women and children under various ministries will be increased to Rs 1, 84,632 Cr.

#### **Mission of Budget 2017 in Education Sector:**

- SANKALP - 4000 crores allotted to train for market oriented training. At least 3.5 crore Youth will be provided market-relevant training under Sankalp programme.
- Skill centre will be set up across the country to help youth seeking opportunities outside the country.
- Two new AIIMS hospitals to be set up in Jharkhand and Gujarat.
- Innovation fund for secondary education to be created.
- Metro rail will create more job opportunities.
- Government will focus on the true potential of the youth.
- Job-creating packages will be created for the textile sector.
- Good quality institutions to come up which will possess better quality and education.
- Access to SWAYAM education portal online, which will be introduced with 350 online courses.
- India International centre will be launched across the country for the youth to seek jobs outside India.
- Quality and market relevance will be noted in vocational training.
- National Testing Agency will be conducting major entrance examinations.
- CBSE will be freed from conducting examinations, and will focus majorly on academics.
- Skill strengthening to be implemented from this year with a budget of Rs 2,200 crore.
- Big employment opportunities to come up in the tourism sector.
- A new metro rail policy will be announced, this will open up new jobs for our youth.
- **Recent Developments:**
  - Sarva Shiksha Abhiyan (SSA)/Right to Education (RTE).
  - National Programme for Education of Girls at Elementary Level (NPEGEL).
  - Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education, launched in 2009.
  - Inclusive Education for the Disabled at Secondary Stage (IEDSS IEDSS).
  - Saakshar Bharat (Saakshar Bharat)/Adult Education.
  - Rashtriya Uchchatar Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013.

#### **Budget 2018 Major Announcement for Higher Education:**

The 2018 budget will hopefully give attention to higher education, a creditable step by the Nitti Aayog and more public-private partnerships can add value by creating an ecosystem that fosters research and brings to fore quality solutions. Emphasis should also be given to skill development with this Union budget which will enable students to be more employable.

For India to be able to leverage its strengths and opportunities as a knowledge economy on a global scale, it needs to undertake significant reforms and investments in building education and skills, strengthening its innovation system, promoting English as a life skill and further boosting its information infrastructure. India has done well in the fields of Information Technology and space research and as a publishing company, we hope that the share of investment in the education sector will also go up in this year's budget and will be more agenda driven.

Improving quality and development excellence is a major challenge that higher education institutions (HEIs) face today. The institutions are required to attract and retain competent faculty, raise teaching standards, encourage research and nurture talent.

Indian academic institutions are hurtling towards the deep end of irrelevance. On the one hand, India faces new challenges that range from corruption in its political economy and pressure on public resources to a future of work that requires new competencies and newer models of employment.

On the other, universities in India continue with business as usual – credentialing through rote learning and standardized examinations, uninspiring classrooms with extremely low engagement, and a student experience that is violent and intolerant both on the body and the mind. The tragedy of our country is that there are exceptions and they, rather than being used as exemplars for larger change, are progressively swatted to the norm by regulatory agencies.

Take a student who comes to a university – desirous of new learning and wanting to change the world. Most are trying to figure out how to navigate the changing environment around them. Of course, there are those too who have been sent to mark time until others decide what is to become of them. The faculty too begins with phenomenal earnestness, but lose their enthusiasm to build institutions that matter sooner than their students. Many have come to institutions without the necessary preparation in the methods of their discipline or pedagogy or a perspective to grow questioning minds. The university leadership is a reward rather than a clarion call for building a bold new world; and most rest in its celebration. The bureaucracy seldom understands the nuances of managing institutions and how to get the most out of it. Society rarely cares about institutions once its own children have graduated.

Universities are meant to be open, questioning, trusting, experimenting, inspirational, direction setting, and enabling people to believe that nothing is impossible. They are also universes of learning. They are safe spaces in which to try out new ideas, for diverse thinking, and for unpopular conversations that are based out of deep thinking, research, new theoretical constructs, and data. They make our understanding of the society more contemporary and solve its more knotty problems. Universities are always places of the future – the future is shaped in its crucibles, classrooms and conversations. Education is the basis of social and economic change in any country. India has yet to fully absorb the value of this proposition. Academic organizations are difficult to manage as job security and low accountability when combined with low expectation and poor resources creates a destructive admixture of powerful mediocrity that burns to ashes the possibilities of the university. Changes in three areas would be needed to restore to our institutions the above privileges and characteristics.

The most crucial change is required in the governance of our institutions. The fundamental question is around who makes choices concerning the institutions. Regulations and regulators that control create rigidity and uncertainty in institutions and make them incapable of renewing from within. Governments and their bureaucracies will have to free up institutions to allow them to make their own choices on whom they admit, how they admit, what comprises education, details of a degree, and how institutions are run from within. Once institutions commit to outcomes, all decisions regarding their management have to be made by the university with no constraints from any external body. Today, government agencies constrain the inputs and pre-define processes at the university and thereby also define the outcomes by default. This process has to be reversed. They should only demand transparency and define outcomes.

The second change that is required is to build the ability of institutions to attract a very different kind of faculty – one that has the preparation of deep scholarship, is entrepreneurial, that cares for its students, and one that has traits to build the profession. Indian higher education will not survive if it does not become a congregation of the meritorious. The day we have a hundred mechanical engineering professors who have the desire and capabilities to find a new substitute for the internal combustion engine, Indian higher education would be ready to lead the country's development. The best students will have to be attracted back to become academics before our institutions can transit to a higher performance levels.

And last, the regulator will have to understand that excellence is about culture. Hence, all policies will have to be designed to allow each individual institution to conduct its own transformational processes. Only such a change making strategy, long drawn as it may be, is sustainable and likely to create thousands of quality institutions in India.

It would serve the country well to redesign our educational systems if we think of the face and aspirations of the 17-year-old entering a university for the first time and a 45-year-old seeking to retool themselves with new skills as their world of work gets disrupted dramatically. This will require universities to become immensely flexible. It has another benefit as well. It will produce graduates for whom the world of possibilities will be unconstrained and innovation will flow for the benefit of all.

### Findings:

- The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.
- The education sector has witnessed 16 per cent growth in recent years and it is expected to continue with the upward trend.
- 'Make in India' can be a success only when our professionals are well-versed with the latest technical solutions.

### Budget-2018 for Higher Education:

- In a developing economy such as India, where a large, young demographic is eager to reap the benefits of technology in education, it becomes a huge responsibility, on both public and private entities, to respond to and accomplish the aspirations of the youth to make India an effective knowledge economy.
- The government to continue promoting e-learning through digitization in education, which will encourage the youth of the country to shift to digital platforms for advanced learning.
- The government must undertake systemic integration of education reforms to strengthen its competitive advantage.

If the quality of learning means a large productivity, therefore, to deliver better education is the priority of government to shape up. Indeed, once the quality of education picks up, this will help in bridging the gap among students in choosing the right path for them.

### Conclusion:

This year's budget is the most awaited announcement since the introduction of the Goods and Services Tax (GST) and the incumbent government's last budget of this term. It is, indeed, a great opportunity for the government to introduce some revolutionary changes specifically

for the education sector. It is seen that as per the Economic Survey presented in Parliament, major reforms undertaken over the past year will allow real GDP growth to reach 6.75 per cent this fiscal and will rise to 7.0 to 7.5 per cent in 2018-19, thereby reinstating India as the world's fastest-growing major economy.

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