

The Educational Committees in India before New Education Policy 2020 and Highlights of NEP 2020

DR. BONDU RAJU

Assistant Professor, MANUU College of Teacher Education, Bidar-Karnataka

Abstract— *The NEP 2020 (66 pages document) is approved by the Union Cabinet on 29 July 2020. The highlights of NEP2020 are: Primary Education should be in the mother tongue. Education should be started at three years, in the name of Early Child Care Education (ECCE) should be started. Conversion of all Anganwadis into teaching-learning Centers. Breakfast should be provided to attract the students. The main focus of primary education is to access students, retain those students and give them quality education. The policy emphasized the importance of the school Education commission. Three language formula, the importance of girls' education, National Aptitude Test, and revamping of quality research degrees. Formation of National Research Funding (NRF).*

Indexed Terms— *Higher Education, NEP2020, Right to Education, Committees on Education, National Research Funding*

I. INTRODUCTION

The Ministry of Human Resource Development (now, the Ministry of Education) has replaced the 34-year-old National Policy on Education (NPE 1986) with the new Education Policy of 2020 (NEP2020). The union cabinet has approved the NEP 2020, which will aim to make significant educational reforms. The programme intends to universalize education from pre-school to secondary school, with a gross enrollment ratio (GER) of 100 per cent in school education by 2030.

India has had three education policies since its independence. In 1968, the first policy was established, with a focus on compulsory education for children under the age of 14. In 1986, the second NPE was introduced. The second NPE's main goal was to eliminate disparities between various social groupings. While the 1986 strategy emphasized achieving educational uniformity across social categories, it failed to account for the competitive global landscape, which became increasingly crucial after the Indian economy began to globalize following

the 1991 reforms. Now, NEP 2020 is an attempt to reconcile the increasing Indian economy's local and global human resource needs (Rohtak, 2020).

II. BACKGROUND OF THE STUDY

If we look at educational committees both before and after independence. Due to the fact that every education committee, whether directly or indirectly, depends on political agenda, we discovered a significant difference between the current NEP2020 and NPE1985. Suppose, we conduct a critical analysis of the 1986 National Education Policy. At the time, the Congress was a one-party system, and the youthful Prime Minister Mr. Rajiv Gandhi established a commission to oversee the National Policy on Instruction, which placed a greater focus on computer education (MHRD, 1986). Impact of 1986: All the top students left the country for further study and jobs overseas. The remaining students had backgrounds in computer engineering and worked in Indian call centres.

After then, we might observe that all the governments are at odds with one another; therefore, it takes a long time to develop a new education policy. Like Macaulay's minutes in education, which analyses all educational policies critically, Macaulay reports the emphasis on the designated English medium (Macaulay, 1835). Scholarships will be awarded to individuals who studied in the English language, while those who took other subjects can complete their education on their own dime. The percentage of literate Indians has decreased from 95% to 5% as a result. On October 21st, 1931, in England, Mr. Mahatma Gandhi brought up this issue. The most of the records, rulings, and orders were made public in English. The 95 percent of people who cannot read documents are unable to depend on the 5 percent, therefore the 5 percent become affluent and the 95 percent become destitute. Only 5 percent of people are

able to read the paperwork. The Wardha committee follows. It is also known as elementary education (Buniyadi Shikshan). The Wardha education committee places a strong emphasis on mother tongue instruction because the majority of students go to school due to the English medium, and local instructors are appointed, which is a progressive approach (CABE, 1939).

The first education committee was established following independence in 1948, with Dr. Radhakrishnan serving as its head. The higher education committee is this one. The primary goals of this higher education institution should be autonomy, allowing universities to design their own curricula, conduct their own assessments, and engage in independent research (MoE, 1948). Following this, the Mudaliar Committee in 1953 is focused on secondary education. The Mudaliar Commission has made the following three main recommendations to improve secondary education in India: Secondary School Duration, Course Diversity, and Multipurpose School (MoE, 1953).

III. SIGNIFICANCE

If, we pay attention to the speech made by Prime Minister Narendra Modi on June 11, 2014. Narendra Modi stated in his speech that 70% of pupils in rural areas do not receive a quality education. Why don't we use technology to utilize the services of the 30% of metropolitan instructors for 70% of rural areas? The primary goal of this is to expand access to high-quality education in rural areas (Loksabha, 2014). The next topic is the new education policy, NEP2020, and the draft of NEP 2019. The consultation process for the creation of the NEP 2019 was started by the Human Resource Development Ministry. It was started in 2015, and Sri late TSR Subramanian submitted it in 2016. Dr. K Kasturi Rangan gave the Ministry of Human Resource and Development some contributions for the draft 2016 and the draft of the NEP in December 2018. The Union Cabinet then approves the NEP 2020 on July 29, 2020. Finally, the document's NEP2020 (66 pages) is accepted (MHRD, 2020).

The highlights of NEP2020 are: Primary Education should be in his mother tongue. Education should start

at three years, and early child care education (ECCE) should be started. Conversion of all Anganwadis into teaching-learning centers. Breakfast should be provided to attract the students. The main focus of primary education is to access students, retain those students and give them quality education. The policy emphasized the importance of the school Education commission. Three language formula, the importance of girls' education, National Aptitude Test, and revamping of quality research degrees. Formation of NRF (National Research Funding), this year budget allocated for the NRF is 50000 Crores rupees to conduct quality research (MHRD, 2019). NEP 2020 is basically classified into three areas: The first is school education, the second is teacher education, and the third is higher education.

IV. SCHOOL EDUCATION

- The 10+2 structure is changed to 5+3+3+4. Pre-primary years will be included in the new educational and curriculum structure. It's a positive change from how it was previously treated and mentioned informally in education policy texts.
- NCERT will concentrate on creating a fresh curriculum and pedagogical framework for ECCE. The policy goes into great detail about the growth and instruction of Anganwadi trainers via both short-term and long-term programs. A positive push for the formalization and structure of ECCE delivery.
- Prioritize acquiring fundamental literacy and numeracy skills by third grade. This will be strengthened by the Ministry of Education (MoE) and operated in a mission-mode by a different national mission.
- A distinct national book policy to build libraries across the nation and inspire young people to read. In India, there aren't many public libraries. It would be advantageous if this could be strengthened through public education policy.
- The nutritional content of midday meals should be improved, and if possible, local alternatives should be offered. In order to prevent any unnecessary controversy, the policy plays it safe by avoiding the topic of eggs, which is still a contentious one.

- Creating initiatives and activities in collaboration with the Ministry of Social Justice and Empowerment to address the dropout problem.
- For some reason, the medium of instruction has gotten a lot of unwarranted attention. To avoid any form of issue, the part is still quite nimble. This flexibility may have been the result of a shoddy understanding, a market push for English, and a paternal concept of “quality.”
- Additionally, the policy promotes learning many languages and does not push, enforce, or favor any one language over another. Besides, teaching Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian as foreign languages at the secondary level is advised. The SEDGs is a new word introduced by policy (socio-economically disadvantaged groups). Technical documents haven't before utilized this as a social category. Although later sections briefly mention the term minority and highlight categories including caste, tribe, handicap, and transgender, despite technical criticism, the strategy anticipates a number of efforts aimed at these populations to boost enrollment and retention.
- NAS (National Achievement Survey) and SAS assessments are the focus of a new organization called PARAKH (State Achievement Survey). In order to examine learning gaps and aid the targeting of various ministry goals and initiatives, PARAKH may be a useful tool.

V. TEACHER EDUCATION

Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values.

According to the Justice J. S. Verma Commission (2012) Over 10,000 stand-alone teacher-education institutes (TEIs) in India are not even attempting serious teacher-education but are essentially selling degrees for a price. The sector is in urgent need of revitalization through radical action to raise standards

and restore integrity, credibility, efficacy, and high quality.

- By 2030, only sound, multidisciplinary, and integrated teacher education programmes shall be in force across the country.
- All teacher education programmes must be conducted within composite or multidisciplinary institutions. Stand-alone TEIs will have to convert to multidisciplinary by 2030. Education departments will also run B.Ed. programmes in collaboration with other departments such as psychology, sociology, neuroscience, and arts.
- The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care, and education.
- Pre-service teacher preparation programmes will be offered by higher education institutions (HEIs) across the country. Each HEI will have a network of government and private schools, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.
- Admission to pre-service teacher preparation programmes shall be through subject and aptitude tests conducted by the National Testing Agency and shall be standardized, keeping in view the linguistic and cultural diversity of the country. In order to maintain uniform standards for teacher education, the Admission to Pre-Service Teacher Preparatory Programme (PTP) must be through suitable subjects and aptitude tests.

VI. HIGHER EDUCATION

There has been continuous erosion of university autonomy by the state. Perverse state violence unleashed upon one of the best public universities in India didn't happen in some distant past. The document highlights regulatory autonomy, but it would be worrisome if it meant financial autonomy too.

- New body, Higher Education Commission of India, is based on the idea of division of functions and separation of activities. This 'imagined' autonomy is envisaged through the replacement of

UGC (University Grants Commission) and AICTE (All India Council for Technical Education).

- The policy also argues against the commercialization of education. However, in the same breadth allows for foreign universities to come to India if they meet certain criteria set by the government.
- A separate organisation focused on integrating technology into institutions is a vital step on the right path.

REFERENCES

- [1] CABE. (1939). *Central advisory board of education in India, Delhi ; Printed by the manager v e r x m e n t of iicdia press rlio.*
- [2] Justice Verma. (2012). *Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India.* Vision of Teacher Education in India Quality and Regulatory Perspective Vision of Teacher Education in India Quality and Regulatory Perspective https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/JVC%20Vo1%201.pdf
- [3] Loksabha. (2014). *Motion of thanks on the president's address by shri Narendra Modi in Lok Sabha-11th June 2014 - youtube.* Retrieved from <https://www.youtube.com/watch?v=4xn0HXD4h6Q>
- [4] Macaulay, T. B. (1835). *Macaulay's minute on education.* Retrieved from <http://home.iitk.ac.in/~hcverma/Article/Macaulay-Minutes.pdf>
- [5] MHRD. (1986). *National Policy on Education 1986.*
- [6] MHRD. (2019). *National Research Foundation detailed project report developed by the prime minister's science, technology and innovation advisory council (pm-stiac) in consultation with the ministry of human resource development department of higher education.*
- [7] MHRD. (2020). *National education policy 2020.* Retrieved from <https://ruralindiaonline.org/en/library/resource/national-education-policy>
- [8] MoE. (1948). *The report of the university education commission volume I Ministry of Education Government of India 1962 1963 printed in india by the manager government of india press similar for the manager of publications civil lines Delhi iii.*
- [9] MoE. (1953). *Report of the secondary education commission mudaliar commission report October 1952 to June 1953 Ministry of Education Government of India.*
- [10] Rohtak, D. I. (2020). *NEP 2020: A comparison with the 1986 education policy.* Retrieved from <https://www.educationtimes.com/article/editors-pick/77527635/nep-2020-a-comparison-with-the-1986-education-policy>