

NEW EDUCATION POLICY 2020 : HARMONIOUS JOURNEY FROM MONOLINGUAL TO MULTILINGUAL.

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Abstract : Knowledge is extolled by everyone, knowledge is considered great everywhere, one can attain everything with the help of knowledge person is the person is respected everywhere.

The objectives of any education policy are to increase the total enrolment as well as to empower women, backward classes, and socially / economically weaker sections who have been permanently deprived of their educational rights, to increase or encourage private sector investment in education. From this, the concept of 'what we learn must be tested, happiness is not the result of education but the result of education can be measured in marks

Key Words : Literacy, backward classes, empower women, multidimensional

Introduction:

Before discussing the new education policy, we should know that education has been given more importance in ancient Indian literature. In all king's Mahahasabha, we found that many members from the educational fields contributed to developing, secure the nation. Knowledge is always great. It gives importance to a person who has it. "विद्याप्रशस्यते लोकैः विद्यासर्वत्र गौरवा । विद्यालभते सर्वविद्वानसर्वत्र पूज्यते" This Sanskrit shloka expressed the importance of education in life 'Knowledge is extolled by everyone, knowledge is considered great everywhere, one can attain everything with the help of knowledge person is the person is respected everywhere.' 1 Education is such a weapon that not just provides importance to the human being but also supports making a complete nation. Swami Vivekananda said that 'Educate and raise the masses, and thus alone a nation is possible.' 2 This statement shows that education is important in every nation. Education means one should not get just any degree but it provides all over development of every individual. On this regarding Mahatma Gandhiji said that "Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education, I mean an all-around drawing out of the best in the child and man-body, mind and spirit." 3

In such above thought, after the independence Indian government tried to develop its education system. After 21 years under the leadership of Indira Gandhi, the first National Policy on Education was introduced in 1968. This policy was made on the report and

recommendations of the Kothari Commission (1964–1966), it was also called for a "radical restructuring" and proposed equal educational opportunities to achieve national integration and greater cultural and economic development of India. This policy did compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and specialized training and qualification of teachers.⁴

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. ⁵ The new policy gave more importance to remove the disparities and equalize Indian women, Scheduled Tribes (ST), and the Scheduled Caste (SC) communities. 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.

When the last major reform in education policy took place in 1992, the situation was completely different. At that time there were 190 universities or similar institutions in the country; The total number of students pursuing higher education was around four million. The overall enrollment rate was as low as 8%. According to the 2018 report of the Ministry of Manpower Development (MHRD), there were now a total of 790 universities across the country; The total number of students pursuing higher education was 3 crore 45 lakh 84 thousand 781, and the total enrolment rate was 26.3%.

That time, Janardhan Reddy and the Central Educational Advisory Committee made radical changes to the National Education Policy. The Sarva Shiksha Abhiyan in 2000 or the Right to Education, which was included in the Fundamental Rights in 2009, was the culmination of a national program launched by the same committee. At that time, the committee mainly focused on improving the quality of education and making education inclusive/viable. Apart from this, the objectives were to increase the total enrolment as well as to empower women, backward classes, and socially / economically weaker sections who have been permanently deprived of their educational rights, to increase or encourage private sector investment in education.

Given that making education quality and viable is still at the forefront of our policy today, thanks to the history of 1992, we do not know how to forget it. Thanks to the history of 1992, we will make policy decisions in light of more fundamental changes. But if we forget to understand history in 1992, then we will skillfully put the same policy in a new and attractive color and keep it in front of the people. Established in 2017 and working on the new education policy for 33 months uninterruptedly, the Kasturirangan Committee adopts a moderate approach, how it did both, and how it is reflected in the new education policy.

K. Kasturirangan Samiti:

In the letter accompanying the report of the committee, the Hon'ble Chairman expressed confidence that the report was committed to the five values. The five values are availability, equality, quality, availability at affordable prices, and accountability.

The big challenge in the original draft was to gather information and then analyze the information gathered. In India, there is a huge difference between urban and rural areas as well as between the reformed states and the backward states under all the criteria. Especially in the last two decades, educational institutions have flourished, but education quality has become more and more unequal. The number of state schools was less than that of central or international schools, so the purpose of the committee was to reduce the gap between rural-urban and state-other education boards. Accordingly, changes were expected in the education of schools, colleges, and teachers as well as in the overall education system.

While making internal changes to bridge this gap, it is useful to plan for at least 30 years to improve the quality of higher and higher education, attract more foreign students to Indian educational institutions, and re-establish separate infrastructure and other facilities. His goal was to report the fall.

At a time when education in India is in dire straits, on the other hand, the goal of progress is being marked by the highly educated here, and the desire to make it possible on Indian soil right now is also true. In short, the report does not ignore the fact that both expansion and development are equally important, which is certainly commendable.

The pre-primary school age group is 3-6, primary 6-8, pre-secondary 8-11, secondary 11 to 14, and further higher secondary 14-16, after which the previous structure of higher education has been changed to 5 + 3 + 3 + 4. . Basic education in the order of - pre-primary three + first and second; Third as pre-secondary / primary. Fourth, fifth; Secondary means sixth, seventh, eighth, and then higher means ninth, tenth, eleventh, twelfth. The board expects children to have general literacy and mathematical literacy. It has also been said that education should be done in the mother tongue till the age of eight and then move towards multilingualism.

It is also mentioned that those who are different from the medium of teaching their mother tongue should take education in that language. It means to understand simple concepts in the mother tongue, to start learning in the mother tongue, and then to learn science in two languages i.e. mother tongue and English. One or more foreign (Eastern or Western) languages will be allowed in the second class. It will be a harmonious journey from monolingual to multilingual.

It is an attempt to impart multidimensional education in a resource that has nothing to do with physical change. Added to this is the issue of compulsive but where the student is inclined, the type of work experience. This includes gardening, sewing, etc. Overall, students are allowed to choose some of these subjects while taking the exam, providing multi-faceted options while learning. The study of India will also be a new subject at the school level. From this, the concept of 'what we learn must be tested, happiness is not the result of education but the result of education can be measured in marks' It is hoped that the 'self' will be explored and that the habit of parents to create competition in the hobby will be curtailed.

There are several approaches to college or higher education. With the goal of re-registration in front of you, the fear of wasting the first two years will disappear if you do not take the compulsory exam and the final year exam. First-year diploma; Second-year diploma; There will be four stages in four years, namely degree in the third year and higher degree or degree + research in the fourth year. The report expresses the need to provide more financial assistance to girls and the economically / socially weaker sections in terms of higher education and beyond. It again suggested the establishment of a National Research Institute and a National Board of Higher Education.

The quality of teaching should be improved, so a four-year degree and other teacher qualification examinations are suggested. It also said that teachers' help would no longer be sought for censuses or elections to ease the administrative burden on teachers. It is also mentioned that the help of community volunteers should be sought to make other administrative work easier. However, a separate initiative has been suggested to set up a complex of remote schools as well as schools/colleges which do not have adequate infrastructure. The good news is that the exchange of knowledge will be easier here and the atmosphere will be more vibrant.

Here are some things to keep in mind:

- Although the report begins with a commitment to Indian values and a hierarchy of ancient Indian scholars, the internationalization of vocational/technical education/education continues in the same direction and there is no way to return to Indian roots in the new system.
- Writing books that combine Indian / national and regional identities at the same time is going to be challenging. Because even though it is a federation, the differences between the states are still strong.
- The quality of a teacher can be based on the two criteria of education + motivation, and despite both, a person may not be good as a teacher. The report does not say exactly what social factors will help in the administrative work of teachers as volunteers.
- While the idea of light but tight control over private entities is welcome, it is not clear why. Currently, there are wealthy educational institutions that run a monopoly on educational materials. They will not only admit 50% backward class children, they will have to be treated with respect (not to separate their detachment, etc.). If they do not, they should be severely punished. This is not discussed in the report. RTI alone will not dispel these socially ingrained and somewhat assumed perceptions.
- The report, which initially says education is not a commodity, ultimately encourages private institutions to invest in education. Now it is an investment that needs to be fixed because where there is an investment, there is an expectation of a return. Even if it increases the cost of education, the consequences can be devastating. For example, after American universities adopted an easy way to invest in education, there was a network of banks, universities, and private investors that made today's students a citizen of tomorrow's debt payer. If you don't want to experience this awfulness, then you have to

decide where and how much private investment. And that investment needs to be tightly controlled.

- In an agrarian country like India and a country of skilled artisans, very few were born to take the side of farmers and artisans. The fact that the Kasturirangan report made some selective changes to agriculture and vocational education cannot be ignored.

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