



**ROLE OF EDUCATION IN SOCIO-ECONOMIC AND POLITICAL DEVELOPMENT
(SPECIAL CONTEXT OF NATIONAL EDUCATION POLICY-2020)**

Dr. Ramesh Kumar¹ & Nitin Rawat²

¹Associate Professor, Department of Political Science, Central University of Haryana, Haryana 123031, India.

² Research Scholar, Department of Political Science, Central University of Haryana, Haryana 123031, India.

“Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship.”- Kofi Annan

Abstract

Education plays a major role in the process of a country's development in the social, economic, and political context and it is also an important component of development. In the Indian context, there is a history of the development of education from the British era to present. One side where the Britishers contribute in the education sector for their interest of exploiting India in effective ways another side after independence we are trying to develop our education system with the goal of multidimensional and comprehensive development. In the above process, several commissions and bodies were formed. This paper tries to compare components of NEP (2020) and old education policy and try to find that, Is education system fulfils the demand of society, economy, and polity of the nation? It also trying to analyze the impact of education on socio-economic and political development, and its outcome achievement and possibilities.

Key Words; Higher Education Institute, Demand, Supply, Development, Country, Student.

Introduction

According to World Bank India is a developing country. Human development report says education is a component of human development. As India is an emerging economy and the service sector is the largest producer of GDP followed by manufacturing and agriculture. Because Indian economy jumped from the primary sector to tertiary hence there is more opportunity and possibilities in manufacture sector and manufacture sector also produce more job than service. Today's era is the era of 4th industrial revolution. Internet of things, big data and artificial intelligence are main component of it. Indian economy has demand of skilled labour for white and pink collar jobs. In supply side, India has potential to produce human capital because we are going through the stage of demographic dividend but we are not making them (human capital) skilled in effective ways for aforesaid jobs. India is a cultural reach country and also reaches in topographical diversity with complex social structure. Comprehensive development of society must unite all components of society and education play the main role for above.



Our country is the world's largest democracy and political awareness of citizens is necessary for a democratic country. In developing world, state play vital role in all aspect of life therefore the political development of citizen should more emphasized. Even in the era of soft and track two diplomacy, citizens of a particular country can play the big role in their foreign policy.

History of Education sector in India.

1) British Era

It was started from the Charter of 1813 and it accepts that it is the responsibility of Govt. to spread education among the people. It creates "the occidental-oriental controversy". One group wishes to continue old Indian literature and studies but the other one wish to go ahead with western English literature and English medium curriculum. Macaulay comes to India In 1834 and solve above mentioned controversy, he recommended on his minutes that the education system of east is worse than west, it was the starting of the modern education system in India. British were not interested to make all people literate they introduce downwards filtration theory in education they only teach the socio-economically strong people. Education was aimed to spread Christianity, to produce Clerks and lower subordinates for the smooth running of the British Empire in India. In 1854 Charles wood's dispatch was issued. It helps to produce a structure of the education system in India. It also lay down the foundation of the present education system. According to this the indigenous primary school laid at the base and university system at the top (also used today). The Department of education was established in provinces for monitoring of the education system.

2) Post Independence Era;

A) Planning Commission (1950); After the great depression world started to adopt a mixed and planned economy we also adopt such a model consequently planning commission was established for the above purpose. Regarding education, this commission plans for eradicating illiteracy and achieve elementary education at pan India level. The Govt. also takes initiative for establishing education institutions throughout India in rural as well as urban areas. Gradually state focuses on technical and other advanced and vocational education for making the youth of India skilled and capable to stand in front of other developing and developed countries.

B) The Three Commissions;

(i) University Education Commission (1949): This commission focus on the medium of instruction and it was changed for ensuring that students learn more than last. It focuses to ensure the availability of education for all whether the student belongs to educated or illiterate background. The teaching techniques were changed and it should ensure that it should be student-friendly, while the recruitment of teachers was in a full swing. This commission was also focused to enrich elementary education in the country.



(ii) Secondary Education Commission (1952-53): The purpose to constitute this commission was to ensure quality secondary education to all. It was also focused to ensure quality teacher education therefore a teacher can teach students effectively.

(iii) Education Commission (1964-66): This aim to constitute a body for regulation and preparation of curriculum. For fulfilling the above desire CBSE come into force in the year 1962. And it was emphasized to affiliate most of the school from this board. The aim of this was to grant similar education to the students of all provinces of India. Before this, every state has its board of education and different students of different state boards receive different education.

In continuation of above, national policy of education was revised in the year 1986 as more prominence was laid on the ethics and use of technology for imparting education and national integration.

(C) Central Advisory Board of Education: It is the advisory body for advice to center and state Govt. for betterment in education sector. It come into force in 1920 but dissolved. It was again formulated in 1935. It is the highest advisory body to the Govt. in the education sector.

Objectives of the Board: (i) To suggest all the institute of the center as well as state regarding syllabus.(ii) It provides a common platform of discussion for the center and state to produce quality slandered education.(iii) To advise the state and the central Govt. about the formation of any regulatory body etc.(iv) It discusses with the experts for positive changes in education.

Functions: It evaluates progression in the education sector, advice both state and central Govt., Non-Govt. institutes, and all players in the education sector for the production of quality education. Some self-governing bodies are also formed like the UGC (1953), AICTE (1945), and NCERT (1961). All these bodies are fulfilling their duties till now.



Comparison between New and Old Education Policies

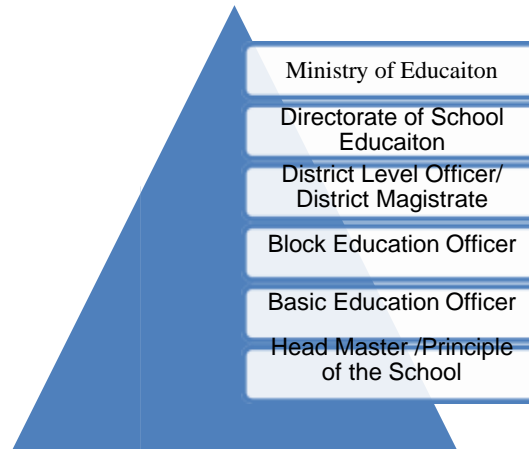
School Education

		Old Education Policy	New Education Policy
1)	structure	Common education structure of 10 (5+3+2)+2+3+2 is followed.	The common education structure of 5+3+3+4+4+1 is recommended.
		The first preliminary education starts at the 6 th year of age. Below 6 year was considering beneficiary for the ICDS scheme.	Education starts at 3 rd year of a child as a Foundation stage.
		Board exams of 10 th and 12 th class were conducted.	Clubbing of Two years Higher Secondary level and two years pre-university levels recommended and Board level exams at 10 th and 12 th will be continued.
		At higher secondary level, Students have to choose specialty stream like Science or Commerce or Arts stream.	Secondary education stage of Four years contains common subjects the opportunity of studying elective subjects my provided.
)	Curriculum	There was no lesson for coding etc.	A new curriculum structure revised board exam pattern, coding lessons added.

Monitoring of School Education

Old education policy:

Most of the state follows the following pattern



In the new education policy, no changes were made for the above.

Higher Education;

	Old Education Policy	New Education Policy
Structure	All undergraduate and postgraduate colleges take the test at their level for admission except NITs & Medical Colleges.	All institutions public and private will take admission based on (NTA) scores conducted by NTA.
	Undergraduate programs are for three or four years depends of stream or course.	Four years under graduation programe introduced. 1 Year - Diploma, 2 Years - Advanced Diploma, 3 Years - pass Degree, 4 Years - project-based Degree. Student may exit at any stage
	Postgraduate education is of two years with the focus on specialization.	Postgraduate education is of one or two years with more focus on research.



	It was mandatory for all collages of Higher Education to affiliate with State or Central University.	There is no provision for affiliation in New Education Policy. All HEI enjoy autonomy.
C u r r i c u l e m	The examination process was independent of the teaching. It was conducted by the university.	Teachers who are teaching the subject are responsible for examinations. It is Departmental affairs to conduct exams.
	Method of teaching is almost focused on classroom training and fieldwork.	The teaching-learning method mainly focuses on research projects as well as Classroom training and fieldwork.
	The faculty ratio is 20:1.	The faculty ratio is 30:1.
	Faculty members work as facilitators to the student.	Faculty members works as guides and collaborators in educating students to make them innovator.
	Freedom was given to the students to choose subjects on the line of their area of study only.	Freedom will be given to the students for choose subjects outside and across their area of study.
	M.Phil. degree was offered in any subject. Purpose was to provide them initial experience.	M.Phil. degree discontinued. An introduction to the research introduced in graduation and post-graduation.
	Provision of support of UGC was only for universities.	The support of National Research Foundation and any other agencies will be available for all types of HEI's.
	Compulsory accreditation was required only for financial support.	It is mandatory for continuation of operation of institute in every 5 years.
	Graded accreditation mode followed.	A binary accreditation model will be followed(in the form of 0 or 1 means Yes or No)
	The choice-based credit system.	Liberal education based on science, technology, engineering, mathematics (STEM) and capability based credit system introduced.
Few universities were allowed to offer ODL.	All HEIs which are accredited to offer ODL is permitted to offer ODL.	



	Only master's degree holders are eligible for direct admission to Ph.D.	Students who are the holder of 4 years of Bachelor Degree having research experience can directly admit to Ph.D. programe.
	Provision of lateral entry was available in some programs. But multiple entries and multiple exit facilities are not available in under graduation in any stream.	Multiple entries and exit facilities are valid in under graduation including medical and paramedical courses.
	Suggestion for physical library Facility improvement including books & journals	Suggest improving online resources and membership.
	Single discipline and multidiscipline colleges are promoted to produce quality education.	All HEI must be multidisciplinary otherwise they will be closes or will be converted to a library.
	Direct functioning of foreign universities or HEI was not allowed.	100 top-ranked foreign universities will be allowed.
	Ph.D. programe coursework comprises almost research methodology and core subject-related study only.	Ph.D. programe coursework comprises almost research methodology, core subject related study, Teaching & Curriculum Development aspects also.
	Systematic and authentic funding agencies were not available for HEI's	National Research Foundation (NRF) was introduced to fund research proposals of all streams.
Monitoring system	Separate monitoring autonomous body for the specific type of institute like UGC, AICTE.etc	All monitoring autonomous bodies will merge in the higher education commission of India.

Teachers Education

Sl. No	Old Education Policy	New Education Policy
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1)	The essential qualification for being an assistant professor is to qualify NET/SLET along with a master degree in the relevant subject in higher education	Ph.D. is mandatory for being an assistant professor along with NET/SLET. in higher education
2)	Performance and accountability of faculty of HEI's linked to promotion but not with compensation.	Performance & accountability of faculty of HEI's is linked to promotion and compensation.
3)	Eligibility for teaching in school education was graduation along with 2 years B.Ed.	4 years integrated B.Ed Degree introduced as eligibility for teaching in school education.

Demand of the Indian Economy

1) Skilled Manpower.



Source; Dec 17, 2020, Times of India.

The above chart shows that India's skilled labour force % is lower than our neighbouring countries.

2) Woman Empowerment.

Country	Gap closed 2020(%)	2020rank
Iceland(0)	87.7	1
Bangladesh(-2)	72.6	50
Nepal(4)	68	101
Sri lanka (-2)	68	102
China (-3)	67.6	106
India(-4)	66.8	112
Myanmar(-26)	66.5	114
Pakistan (-3)	56.4	151
Yaman(-4)	49.4	153

Data Source; Global Gender Gap Index 2020, World Economic Forum.



Above India's Gender gap Index shown that India needs to empower women more. Because they represent almost 50% of the population and have a high potential to participate in the workforce.

3) To train human capital for blue white and golden-collar jobs; It is necessary to emphasize golden and pink-collar jobs for not too stuck in the middle-income trap.

4) To utilize demographic dividend; 62.5% Indians are of in the age group of 15-59 years which is ever rising and will be at the peak around 2036 when it will reach almost 65%.these point out the ease of use of demographic dividend in India, which started in 2005-06 and will last till 2055-56. According to Economic Survey 2018-19, India's Demographic Dividend will hit the highest point around 2041, when the share of working-age, i.e. 20-59 years, the population is expected to hit 59%.

5) Decentralization of wealth and filling up the gap between rich and poor. According to the World Bank, Ginny coefficient of India is 0.35. It indicates that India needs more fragmentation in wealth.

6) o develop the entrepreneur aptitude among the students; Requirement of training for Indian youth for entrepreneurship instead of doing job.

7) To increase financial literacy for financial inclusion; According to the institute of chartered accounting in India, only 24% of people are financially literate in India.

8) To increase digital literacy therefore India can be a part of the 4th industrial revolution.

Supplied by the Education system

1) Unskilled labour (only 21% labour is skilled)

2) According to the labour force survey 2019. Low %(only19.9%) of the women is in the workforce.

3) Less % (only 26.3%) of people enrolled in higher education.

4) India is trying to emphasize education but a huge amount of people are jobless and poor, earn while learn initiative is still not introduced effectively.

5) Low digital literacy

Ability	Rural		Urban	
	Male	Female	Male	Female
Able to operate a computer	12.6%	7%	37.5%	26.9%
Able to use internet	17.1%	8.5%	43.5%	30.1%

Data Source:Mospi 2019



Demand of Society:-

The relation between cast and education

A) Cons of current reservation system on the name of social justice; Current reservation system does not focus on capacity building of deprived community but compromise with merit consecutively two types of loss is to bear.

(1) People of deprived communities fail to achieve top position in an organization.

(2) Country fails to utilize the real potential of the person of deprived community.

Cast based reservation can be terminated by making structural and policy level changes in the education system like:-

(i) Govt. should introduce a type of education system where the new generation of the backward community get quality education and emphasis should on input, therefore they can be capable enough to run in the race of meritocracy and they can fill the existing gap between manufacturing and

(ii) The cost of their capacity building may bear by Govt. instead of reservation in Govt. services.

There will be no need for reservation in the future after applying the above changes in the education system.

B) Need of intense care for the deprived people of remote, border and LWE / terror affected areas; Geographically challenged stations and other deprived people of a specific area like LWE affected areas need special focus and intense care. Because their condition is respectively poor than others. Social justice may be insured during the distribution of education resources.

Supply by the Education system

However, Govt. is taking initiatives like opening “Eklavya Awas Vidyalaya” and “Navoday Vidyalaya” etc. But it is not sufficient and no effective initiative is taken about the emphasis on research and higher education for geographical challenged and LWE/terror affected area. No initiative is taken to abolish the reservation system by any education policy.

The demand for Political development

India is the world’s largest democracy and the citizen of a democratic country must be aware of the systems and administration. Only 67% of people of India participated in voting in the MP election 2019 which is comparatively low from another developed democratic country. People have to be aware of their participation in democracy and education plays a big role in developing analytical temper. The role of the state is important for development in developing countries like India, Less accountability, corruption, and the tendency of red-Tapeism of the bureaucracy can be abolished through the education system because aware people will raise their



voice confidently against above. The right to recall for control over the politician and ministers can be introduced only when the people of a democratic country achieve a level of good awareness about direct democracy. Because soft power diplomacy, informal communication, and Diaspora play a big role in international relations hence knowledge about international politics can be developed through the awareness and analytical ability of people.

Targeted population like women, deprive people (socially politically and economically), people reside border areas, people reside in left-wing extremist are etc. need intense care about their political development through special provisions in education system. Example:- About transparency and good governance, RTI, fundamental rights and skill development program should have added to the curriculum for above these type of areas.

Supplied by the Education system

Only the elite class and well-educated people have participated in democracy as rulers. According to the Times of India DIU survey in 2019 parliament election, Ratio between the economic status of peoples and rulers is 1:1400. It shown that lower and middle-class people of India can't afford to fight election. It is due to their socio-economic and political status and education plays a big role to transform deprive people.

Leaders won the election by hook and crook, criminal's intrusion in politics is taking place day by day in legislation. Unawareness of people is one of the reason behind the above and education is the key to open people's minds and it is an effective way to aware people. However, Govt. is working with full effort but our education system partially failed to fulfil the political desire of our country. In the new education policy there is no such provision for socio-political and economic deprive peoples of India.

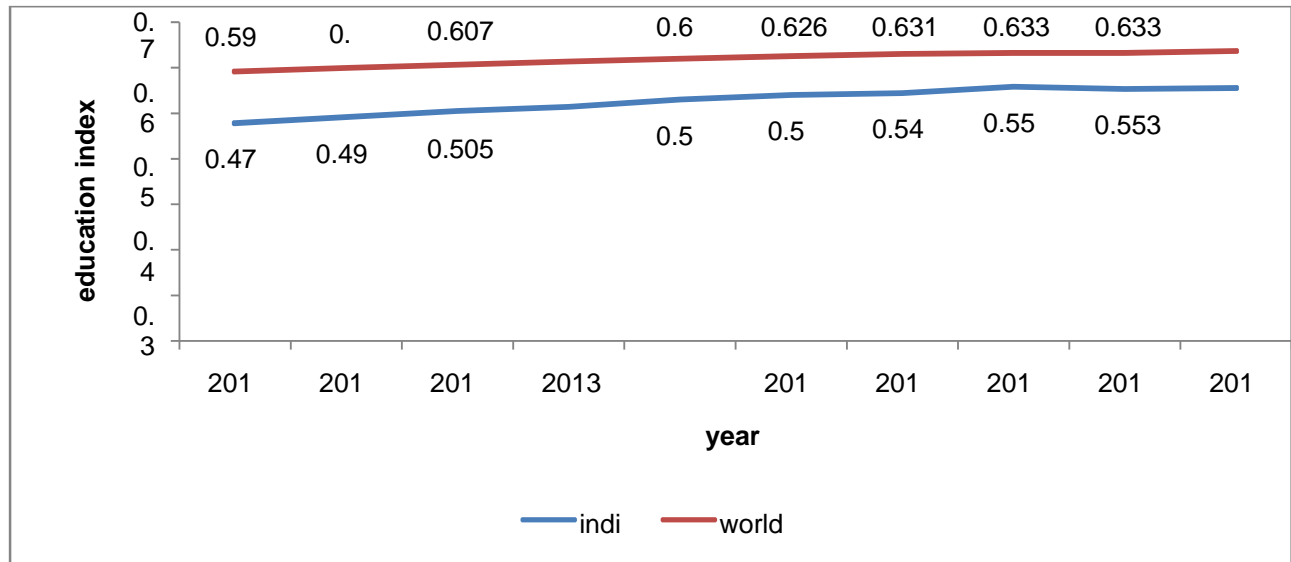
Working language and way of Govt. organization is too complicated even language of Supreme Court is English. Because almost people of lower class complete their studies in Govt. and Govt. aided regional language medium schools hence it will be difficult for them to recognize the process of Govt. offices and others.

Because the official language of the honourable Supreme Court and most of the high court's and trial court's procedure are favourable to the elite class in context of language and expenses and pendency rate is high, hence due to their unawareness and no fluency in English also seize their right for judicial remedy partially. Our education system is one of the factors behind this.



Critical analysis of Indian Education system and its output

Comparison between India’s Education indexes with the world’s average Education index



Data source; Education index Human Development Reports 2010 to 2019.

Definition: The education index is an average of mean years of schooling (of adults) and expected years of schooling (of children), both expressed as an index obtained by scaling with the corresponding maxima.

The above graph state that India’s education system is poor than the average education system of the world and there is not too much fluctuation. It means it is going on indifferently and no effective rejuvenating effort is taken for achieving goals in the field of education.

No change by heart done in a monitoring system in New Education Policy also.

System of Coaching;- Rich people have more resources, therefore, they can train their children through coaching for the entrance exam for IIT and other reputed institutes it defeats the poor one at the line of starting. However, Govt. also try to start such a type of coaching institute for socio-economic weaker section but it is less affected except some institute like residential coaching centre of Jamia Milia Islamia University.



Lake of entrepreneurship production;- Indian education system train the pupil for the job. The trend is that the peoples are less interested in entrepreneurship. New Education Policy also emphasizes less in these cons.

Supply of education without considering the demand of time, conditions, and society: Education system of India needs rejuvenation and change by heart but no such type of effort is taken by policy makers.

Way forward

Here are some suggestions which are given below:-

- 1) India is going through the condition of demographic dividend, change of heart in education sector needed for the effective and positive use of youth for the country, otherwise, unemployment ratio and antisocial elements will increase.
- 2) Targeted policies should be started for deprive people.
- 3) Have to make federal council for promoting co-operative federalism in the education system on the lines of GST council.
- 4) Schools and HEI's can be opened with the coalition of the Ministry of Home, Ministry of Defense, and Ministry of education in LWE/terror affected areas within the campus of security forces.
- 4) Concept of movable school and HEI may be introduced for geographically challenged areas.
- 5) System of coaching may be regulated strictly and Govt. aided institutes with PPP mode may be introduced and run by Govt. in abundance manner.
- 6) During the formation of education policies, suggestions may be asked from human resource recruiting agencies like UPSC, Board of Recruitment and Human Resource of private and public agencies, etc.
- 7) Emphasis should be done on the effective monitoring system. Participation of local bodies should be ensured for monitoring the education system.
- 8) For the effective administration of universities, administrative staff like Assistant Registrar, Accounts Officer, etc should be deputed from Indian Administrative Services or Provincial Administrative Services in Central and State Universities respectively.
- 9) Appointment of teaching staff should be done by the recommendation of UPSC and State PSC in central and state universities respectively. Indian education service should be introduced like all India services and training measures should be like Indian administrative services.
- 10) Concept of attachment to the public/private industrial sector and job providing



agencies for on-job training of teaching staff should be introduced. Therefore they can develop an idea about the demand of recruitment agencies i.e which type of qualities they ask from the candidate and it will help them to produce job-oriented learning for students.

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