

National Education Policy and Skill based Education

Dr. Sonal Santosh Chandak,

*Professor, Department of Commerce,
Smt. Kesharbai Lahoti Mahavidyalaya, Amravati.*

Abstract:

The latest National Education Policy 2020 aims at reforming the educational system comprehensively by focusing on the quality education. It aspires to initiate the skill based education so as to develop the human resource from the employment perspective. The main purpose of education is to secure not just the knowledge but also apply the same in the form of skill and utilize the same in getting self-employment or employment. It means conversion of knowledge into skill is highly expected. However, the changes made during the British period with the introduction of the education policy by Lord Macaulay gave a paradigm shift to the artisanship and creating a better skilled workforce. The article aims at studying the better face of the traditional education system before the education policy given Lord Macaulay.

Keywords: *National Education Policy) 2020, skill-based education, Human resource development, traditional education system, Education system by Lord Macaulay, British Government policy.*

Introduction:

The latest National Education Policy (NEP) of India, released in 2020, aims to bring comprehensive reforms in the education system of the country. It focuses on providing equal access to quality education, reducing the dropout rate, and promoting critical thinking and creativity among students. The policy emphasizes the use of mother tongue or regional language as the medium of instruction in early education, and the integration of technology in the classroom. Some experts have praised the NEP for its emphasis on holistic education, while others have criticized it for a lack of

clarity on implementation and funding. Overall, the NEP is an ambitious policy that aims to revamp India's education system and bring it in line with international standards.

A special feature of NEP is to bring a revolution by imparting quality skill-based education and creating a skilled workforce which is market ready, may it be for employment in corporates or for self-employment.

Problem Statement:

This article aims at understanding whether the Indian Education System and the available resources are compatible in fulfilling the requirements of skill-based education or not. The article focuses on what Indian heritage comprised of and what was its base and dives deeper into what important changes are required to be done by the Human resource development ministry and UGC to make NEP a real-time success.

Objective of the Study:

To compare the ancient Indian Education System with the education policy given by John Macaulay and understand the requirements of Skill based education in today's perspective.

Hypothesis:

Ha1: Skill-based education is new for Indian education system.

Ha2: Present Indian education system is compatible for the skill-based education.

Data Collection:

The article is based on secondary data available. It is based on the knowledge which has been gained from history readings to understand the problem under study.

Analysis and Interpretation Present Scenario:

India has the largest number of learned & academically sound professionals such as doctors, engineers, chartered accountants, artists, etc. as well as the largest number of reputed academic educational institutes such as IIMs, IITs, AIIMS, etc. India produces millions of graduates, post graduates and doctorates, annually. The success for Indians is based on academic excellence, studying, learning, practicing, having a good job and a great life. Our Human resource is serving worldwide and rules the software market, medical profession and few more occupations on the basis of the best of their skill orientation. However, even though Indians have excelled academically, our present education system introduced by Lord Macauley, lacks the potential of imparting skill or competency (subject to exceptions), especially in the streams like humanities and commerce.

Education System prevailing in Ancient India:

Studies suggest that our past education systems did not have these issues. In order to better understand the gaps, we discuss a few examples outlining the best parts of our past education system:

Example 1: The Kailasa temple, located in Ellora, state of Maharashtra was built at the time of Krishna I, a ruler of the Rashtrakutas, an empire which back then was ruling a large section of southwestern India and parts of central India. The most impressive information about this temple is that this entire temple wasn't actually built like a standard building of today, but rather cut from a single huge rock. This creation reminds us how skilled and competent our civil engineers were in the past.

Example 2: An egg-Nebula (By NASA) NASA had two findings about space. Their esteemed scientists suggested that the Space is expanding and it derives the shape of an egg-nebula. Our ancient Vedas call universe as Brahmanda, which comprises of two words: Brahma which in Sanskrit means,

expansion and emptiness and Anda i.e. an egg. This suggests our vedas touched upon the egg-nebula i.e. Earth is a sphere thousands of years before NASA made this discovery.

Example 3: The glimpses of the fact that Indians knew plastic surgery and associated disciplines, long back, when we read about what Shiva did to Ganesha. Some more examples are the puspakavimanam like Aeroplane, Ram sethu bridge built in between the sea that we are still working on it, Bramashthiram like an atom bomb, birth of kauravas like test tube baby. Agastyar Samhita about how to create batteries and modern batteries. Susruthu invented the surgeries especially plastic surgeries, etc. Specifically, within economics and commerce, we have an example of Kautilya Chanakya. So far as music is concerned, we have great names like Tansen, Paluskar, Ustad Ali Akbar Khan, Zakir Hussain and an endless ongoing list. And in painting there are names such as Raja Ravi Varma, Rabindranath Tagore, Abanindranath Tagore, Amrita Sher-Gil, Baburao Painter, Binode Behari Mukherjee, Nandalal Bose, Akbar Padamsee, A.A. Almelkar, Abalal Rahiman. When we speak of world's best epic writing so far as lessons of diplomacy, politics and life are concerned, it's Mahabharat. When we speak of focus and archery, it is Arjuna, when we speak of Indian culture and Heritage it's from Rama. When we speak of Gurilla war style we have names Chandragupta Mourya and/or Shivaji Maharaj.

Reality check with the ancient India:

The question is that whether we, the Indians, are new with what the new policy is trying to define in the form of skill orientation for human resource development or is it redefining to regain our strengths? Naturally the answer is a big "No" if we say that we are defining it. From the above-mentioned examples, it's clear that we are not new to what we are trying to define in NEP 2020. Our skill-oriented education system was our strength and backbone and reason for

ground-breaking innovation. We also had best of teachers holding that capacity of imparting skills to respective students.

Where are we lagging behind?

The ancient education system was fairly capable to create true leaders and self-employment capacity holding human resource. This was noticed by the then British Government. They wanted that this strength has to be controlled. So, they, with the help of Lord Macauley developed such education system in which though we become academically strong, we fall short in confidence, competency and skill in creating our own future. This can be proved by the cases of the arm amputation of the artisans of Dhaka Malmal or the hand burning of the artisans of carving the marbles. Many such instances we can read in our history which state that the talent in skill and best artisanship was existing in India which was fatally smashed by the British Government to establish their own market. Further, the Lord Macauley's education policy gave the final touch to their intentions. So, to bring about the same features of our education system, the attempts of Indian Government can be seen in the NEP 2020. The biggest weakness is that the Government mechanism falls short in capable human resource developers and focused and competent teaching staff. Besides it falls short in providing the requisite resources to develop the resources too. This can be observed from the failure of the MCVC scheme which was introduced by Govt. of Maharashtra with the help of Canada Govt. in 1988-89.

Conclusion: The Indian heritage has the footprints of the skill-oriented education. However, the mega change during the British times under Lord Macauley changed the whole scenario. The NEP 2020 depicts a good future provided the government mechanisms make available trained academic staff and the requisite resources for the same.

References: 1. NEP 2020 policy document
2. Overall readings of historical books and monumental readings