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## Pathways of Reform in Education: Evidence from India

### Keywords

education, education reform, india

*Presenters of two papers have decided to only publish their ppts instead of whole papers. Two sets of ppts presented follow*



# **Pathways of Reform in Education: Evidence from India**

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## Introduction

- Education is a significant tool which aids the creation of a well-developed and progressive nation.
- For developing countries like India, it is a key for social and economic upliftment and prosperity.
- Good education results in a diplomatic exchange of ideas, knowledge and virtuous practices.
- Education policy gives a framework to administer the educational systems.
- It also describes the goals of education, approaches and methods employed for achieving these goals and tools for measuring their impact.

## Rationale of the Study

- Outcomes of educational policies and their socio-economic impact are most important for the development of any nation.
- Education policy has been a significant agenda across various governments nationwide.
- Globally, the focus is on the outcomes of education policy and its consequences.
- This study examines a series of transformations that have taken place in the educational sector of India, based on the given dimensions :
  - (i) Context: It states the antecedents of policy development
  - (ii) Text: It refers to the content of the policy
  - (iii) Consequences: Subject to interpretation

## **Research Objectives**

- i) To examine the various educational policies of India.
- ii) Identifying the prospects and challenges of the various educational policies.
- iii) To understand the applicability of School Based Management approach in the context of Social Choice Theory.
- iv) To analyze the significant developments in the New Education Policy for mitigating the challenges of the previous policies.



## **Literature Review:**

- History of Educational Policy in India
- British era of education system in India
- Education Policy in Independent India
- University Education Commission (1948)
- National Policy on Education (1968)
- Draft National Policy on Education (1979)
- National Policy on Education (1992)
- Sarva Shiksha Abhiyan (SSA)
- Right to Education Act (2009)

## **Research Questions**

1. Is there any resemblance in the New Education Policy (2020) and the earlier education system in India?
2. What are the similarities/dissimilarities in each of the policy reforms? And, to what extent have the previous educational reforms achieved their goals?
3. What are the missing aspects of the previously implemented policies, and how much do the new policies seek to address the previous gaps?

## Research Methodology

- **Research Type:** Semi-systematic review
- **Nature of Research :** Qualitative Research
- **Data:**

Secondary data has been extensively used for the study.

In-depth literature review was conducted, in the areas of the policies. Previous and current work of experts in the field of education was reviewed.

- **Method:**

Further, the data set was evaluated to ensure its appropriateness for research. The Inquiry Logic method was adopted to review the education policies and analyze prospects and challenges. A four-step approach was adopted:

1. Initiating the search
2. Organizing information
3. Analyzing secondary data
4. Synthesizing information on the strengths and weaknesses of the education policy reforms

## Analysis

<b>National Education Policy 1968</b>	<b>National Educational Policy 1986 (Revised in 1992)</b>	<b>National Educational Policy 2020</b>
Free and compulsory education for all children, up to age 14.	Education transferred from the state list to the concurrent list.	5+3+3+4 schooling structure and focus on strong Early Childhood Care
Focus on teacher enrolment	Focus on Early Childhood Care and Education, as well as female empowerment	Gross enrolment ratio (GER) to 100% from preschool to secondary Universal Education
Adoption of three-language formula	Setting up autonomous colleges and universities.	<ul style="list-style-type: none"> <li>- Education for socioeconomically disadvantaged groups</li> <li>- Open schooling</li> </ul>
Promote national integration and equalise educational opportunity	<ul style="list-style-type: none"> <li>- Exploit rural talent</li> <li>- Autonomous universities</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum to be restructured</li> <li>- Flexibility to choose subjects</li> </ul>
Emphasis on developing the agriculture and industrial sector	<ul style="list-style-type: none"> <li>- Achieve Social milieu, scholarships &amp; incentive schemes.</li> <li>- Distance learning</li> <li>- Technical and Management oriented syllabus</li> <li>- Introduction of media &amp; information technology in education</li> <li>- Promotion of Government Schemes</li> <li>- Constitution of institutions of national importance</li> </ul>	<ul style="list-style-type: none"> <li>- Three language policy persists, with the option for the local language learning</li> <li>- Promote cultural learning and foreign language acquisition</li> <li>- National assessment: Performance Assessment, Review &amp; Analysis of Knowledge for Holistic Development</li> <li>- Introduction of entrance test for higher education</li> <li>- HEIs can offer different designs of master's degrees</li> </ul>

## Outcomes and Challenges

Education Policy Reforms	Perspective of Implementation	Outcomes	Challenges of Implementation / Downside of the Policy
<b>National Education Policy 1968</b>	Free & compulsory education Equalization of education opportunities Focus on adult education and lifelong learning Integrated social, moral, and cultural values	Increase in the literacy rate. Introduction of an official medium for education English coined as link language Substantial increase in the number of primary schools	Education was on the State List Exclusion of specific segments Shortage of funds Uniformity and standardization mismatched to the global environment Higher education restricted Multiple Linguistics resulted in multiplicity of contents & evaluations
<b>Education Policy, 1986</b>	Universalization of primary education Inter-regional mobility Resource mobilization through pooling Focus on lifelong learning	Establishment of book corporations Improvement in the reliability and validity of examinations Technical education and practical training an integral part of curriculum Establishment of agricultural universities Integrated programs for differently-abled children	Scarcity of funds for basic structure and quality of education. Reorientation of higher education Exclusion of backward areas and tribal communities from the educational system.

## Outcomes and Challenges, Cont'd

Education Policy Reforms	Perspective of Implementation	Outcomes	Challenges of Implementation / Downside of the Policy
<p><b>National Educational Policy 1986 (Revised in 1992)</b></p>	<p>Education transferred from the state list to the concurrent list.</p> <p>Focus on Early Childhood Care and Education through a child-centred approach, women's empowerment and adult literacy.</p> <p>Advocated for distance learning</p> <p>Reorganization of technical and management curriculum</p> <p>Introduction of media &amp; information technology in education</p> <p>Promotion of government schemes</p>	<p>Distance Learning</p> <p>Technical and Management Syllabus</p> <p>Introduction of Media and Information Technology in education</p> <p>Promotion of government schemes</p>	<p>Conversion of private schools to common schools to remove social, economic, regional, and gender disparities</p> <p>Identifying rural talent and creation of universities at the rural level</p> <p>Existing infrastructure did not support the introduction of media &amp; information technology</p> <p>Lack of teachers and institutional autonomy</p>

## Outcomes and Challenges, Cont'd

Education Policy Reforms	Perspective of Implementation	Proposed Outcomes	Challenges of Implementation / Downside of the Policy
<b>Education Policy, 2020</b>	<p>Focus on Multidisciplinary education</p> <p>Opening up of Indian Higher Education System</p> <p>Redesigning of school curriculum</p>	<p>Higher Research and Innovation based outcomes</p> <p>Autonomy of institutions will enable us to benchmark the curriculum with international education standards.</p> <p>Integration of technology for monitoring and controlling will enable in maintaining up to date information.</p> <p>Pooling of resources by Centre and State aid the research and innovations.</p> <p>Higher transparency in the system through Student and Faculty accountability.</p> <p>Strengthening of digital educational infrastructure will achieve the goal of equity, access and quality.</p>	<p>Restructuring of Curriculum and Pedagogies in accordance with the National Curriculum Framework</p> <p>Up skilling the teachers to match the pedagogical requirements as per the curriculum</p> <p>High cost for setting up of digital educational infrastructure.</p> <p>On job training/ hands on experience for vocational curriculum requires strong industry academia collaboration.</p> <p>Transformation of single discipline institutions to multidisciplinary institution</p>

## Findings

- To overhaul the education system, India has established national educational policies
- India's expenditure on education is a miniscule percentage of GDP
- Inadequate facilities in government run schools
- India's schools face high drop-out rates and low enrolment rates
- In secondary education, the government is focused on skill education and promoting the blue-collar work segment
- Universalization of elementary education has not attained its goal and high levels of drop-out persist
- Discernment amid private and government schools leads to inequality



## **Findings, Cont'd:**

- All educational policy reforms adopted a focused approach.
- However, previous policies have failed to achieve intended outcomes, which are attributed to implementation failures.
- There exists a mismatch in the lead time for policy implementation and the consolidation of data, which then fails to capture the actual state of education.
- Integration of multiple stakeholders (local bodies, voluntary organizations, centers, state, business enterprises) would help in developing and strengthening the educational system

## **Findings, Cont'd:**

- Previous studies indicate the success of school-based management approach for learning outcomes: decreasing absenteeism, decrease in dropout rates, higher teacher involvement, and higher parent participation in monitoring school performance
- Capital investments in education should yield higher productivity through increased learning life cycle
- The contribution of education outcome should not be a residual of production function. Rather, India should take an additive approach
- No policy so far has been able to put in place a commonly accepted quality assessment mechanism

## **Conclusion:**

- Review indicates that gaps between recommendations and implementation are largely due to social and political pressures and administrative lapses
- Policies are influenced by contemporary political agendas, which hamper effective policy implementation.
- The effectiveness of every initiative depends on successful execution
- A new strategy for education would not help. Rather, a ground-level improvement in administration is the need of the hour
- The review recognizes the need to use cumulative evidence from states to improve educational processes and outcomes within the system, given the basic framework
- To map policy efficacy and school autonomy/accountability, initiatives should be improvised at all stages of the education system

