

**ANALYTICAL EXAMINATION OF EDUCATION POLICY IN INDIA:-
IN GAZE OF INCHEON DECLARATION MAY 2015**

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Abstract

India is the state of wide legacy and hold cultural, traditional and moral norms. The educational policy in India was always influenced and aimed at holding its culture, history, values and customs for passing it to the future generations. Traditionally the Education system was restricted and reserved only for the higher and noble classes. The innovative education policies directed towards the social equity irrespective of class and gender. The Gurukul system of education was pioneered in India, whereby the Shisya (Student) and Guru (teacher) resided in close proximity. The mode of teaching and communication was Sanskrit. (Explore: The education system in India) .

Sustainable development prominently conceptualize, on the protection and securing the environment and its natural resources for future generation, bilaterally it emphasis on the Social Equity and Economic Development. (Monnapula-Mapesela). The changing trend of education and economic instability decline the education system in India. Under the Indian Constitution Part IV, Art. 45, Directive Principle, "the State shall endeavor to provide, within a period of ten years from the commencement of this constitution" encompasses the duty on state to promote the education to achieve social equity.

The State have amended the Education Policies at different time periods to establish social equality with the assurance of sustainable development in the education sector. United Nations Educational, Scientific and Cultural Organization(UNESCO) under the programme of (Sustainable Development Goal 4) SDG4'S the underlying principals are, Education is the fundamental right, Education is a public good and the gender equality, assures quality education and lifelong learning opportunities.

Under the SDG4'S The Incheon Declaration was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Incheon Declaration commits quality and universal education by 2030 and also ensures equal access for all men and women to affordable and quality vocational courses for employment and entrepreneurship. India endeavors to adopt and implement the different educational policies at be updated on the International platform. India adopted the new education policy of 2020, highlights the goal of sustainability of education and the social equality.

In the present research study researchers wish to analyze the new education policy in the synchronization of Incheon Declaration and also examine the various constitutional provisions leading towards Social development goal 4. To reach up to the intended outcome researchers have adopted secondary research method.

Keywords: *Constitution, Education Policy, Incheon Declaration, sustainable development goal, Social Equity.*

1 Introduction

Education has rich and appealing history is India. In the ancient days, the education was imparted orally to the students, and the information was passed from one generation to another generation. Traditionally the Education system was restricted and reserved only for the higher and noble classes. The innovative education policies directed towards the social equity irrespective of class and gender. The Gurukul system of education was pioneered in India, whereby the Shisya (Student) and Guru (teacher) resided in close proximity. The mode of teaching and communication was Sanskrit. (Explore: The education system in India) .

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Objectives of research:-

The present study is undertaken to-

- 1) To study and understand the New education policy in India.
- 2) To comprehend the principles and targets of Incheon Declaration.
- 3) To analytically examine the new education policy in the synchronization of Incheon Declaration and also examine the various constitutional provisions leading towards Social development goal 4. of education policy.

2 Research methodology

To reach up to the intended conclusion the researcher have adopted secondary research method and referred various news articles, books, published research papers and websites.

Changes in structure of education system after the commencement of New education policy (Explained: How will NEP 2020 change the education system in India):-

All the changes in the education policy can be achieved with the dynamic change in existing policy. In this policy, academic, vocational and extracurricular activity kept on equal footing. The entire focus has been done with view to consider the interest of the students, they can take any of the education where they are interested.

The new education policy was approved by central cabinet at meeting presided by Prime Minister Narendra Modi on 29th July 2020. This education policy brings with the aim of transformation in the school and higher education system of education. To strengthen the India as a global power, replacement of 34 years old education policy is one of the major moves.

Below mentioned are few major changes happen in the existing education system after the commencement of new education policy in India.

New education system for early childhood care and education with new structure:-

The education policy 2020 expands the age group 6-14 years of mandatory schooling to 3-18 years of schooling. Even the policy revealed the three years of pre schooling also. The 10+2 curriculum structure replaced with 5+3+3+4. Globally it has been recognized that 3-6 years are very crucial years for the intellectual growth of children. The new education system will have 12 years of schooling with three years of pre schooling. National Council of Educational Research and Training(NCERT) will introduced curricular and pedagogical framework for early childhood care and academic growth of children up to age of 8.

Early schooling start from the age of 3 years:-

The national mission of foundational literacy and numeracy will set up by MHRD in all early schooling from grade 3 to higher level by 2025.

Mother tongue will consider as medium of instruction:-

The medium of instruction should be in mother tongue. The three language formula also mandates that no language would be imposed by anyone as compulsory. Policy stated that students will grasp non-trivial concepts more quickly in their mother tongue. Based on the possibility, the medium of instruction in mother tongue should be till grade 5th but preferably till grade 8 and beyond also. These guidelines will be followed by aided as well as non aided school both.

For higher education there will be no UGC, AICTE, NCTE

Higher Education Commission of India(HECI) will be the single umbrella institution body for entire higher education excluding medical and legal education. All the public and private education institutions will be covered by the same set of norms for regulation, accreditation and academic standards.

Govt will phase out the affiliation of colleges in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.

Graduation stream bifurcation gets blurred-

As per the new education policy 2020, no strict separation in science, commerce and arts will be there. Students can participate in any of the curricular and extra-curricular activities, between vocational and academic streams. From the grade 6th itself the vocational education will start with compulsory internship.

Recruitment of Vigorous Teacher and Career Path:-

While the recruitment of the teachers, it has been specifically observed and considered that the effective and transparent process and the promotions are also on merit based with the multi stage mechanism for performance appraisals. National Council for Teacher Education will develop National Professional Standards for Teachers by 2022.

Standard-setting and Accreditation for School Education:-

The accreditation standards will more focus on unambiguous and systematic process, School Quality Assessment and Accreditation Framework (SQAACF) will be developed in consultations with all stakeholders.

Undergraduate degree process:-

As per the new education policy, the undergraduate degree will be provided after three or four years with multiple exit options within this period.

Incheon Declaration-Education a key Sustainable Growth

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 to initiate the action policies to eradicate poverty, protect the planet, and ensure peace and prosperity by 2030. Under the Global goals, 17 SDGs are systematically incorporated to ensure that action and development in one goal parallels outcomes in others, and that development must balance social, economic and environmental sustainability.

The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls. The SDGs can be achieved by global inclusion of creativity, knowhow, technology and financial resources. (What are Sustainable Development Goal)

The Incheon Declaration was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Sustainable Development Goal (SDG4) ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The underlying principles of SDG4 are Education is a fundamental human right and an enabling right; Education is for public good and gender equality. The Incheon Declaration constitutes the commitment of community Education by 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development.

“This Declaration is a huge step forward. It reflects our determination to ensure that all children, young people and adults gain the knowledge and skills they need to live in dignity, to fulfill their potential and contribute to their societies as responsible global citizens. It encourages governments to provide learning opportunities through life, so that people can continue to grow and be on the right side of change.

It affirms that education, a fundamental human right, is the key to global peace and sustainable development”. Irina Bokova, Director-General of UNESCO (“UNESCO'S Education 2030 Incheon Declaration”)

The Targets of SDG4's

- **Universal primary and secondary education-** By 2030 ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning.
- **Equal success to technical/vocational and higher education-** By 2030 ensure for all women and men affordable and quality technical, vocational and tertiary education.
- **Relevant skills for decent work-** By 2030 ensure substantial uplift in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- **Gender equality and inclusion-** By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous and children in vulnerable situations.
- **Education for sustainable development-** By 2030 ensures that all learners acquire the knowledge and skills needed to promote sustainable human rights, equality, promotion of a culture and global citizenship.

Sustainability of Education under the Umbrella of constitution-

The term sustainability is broadly used to specify programs, initiatives and actions which aimed at the preservation of a particular natural or artificial resource. Broadly embodies four aspect human, social, economic and environmental Human sustainability (The four pillars of sustainability).

Ambitions for education are essentially captured in Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The roadmap to achieve the education goal, adopted in November 2015, provides guidance to governments and partners on how to turn commitments into action (“UNESCO'S Education 2030 Incheon Declaration”)

Constitutions of India have recognized the fundamental right against education correspondingly it has devised Directive Principles to safeguard the right.

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine.

Article 29 grants equality of opportunity in educational institutions. Article 30 accepts the right of the minorities to establish and administrate educational institutions. Article 45 directs the state to endeavor for providing free and compulsory education for all children until they complete the age of 14 years, within a period of ten years from the commencement of the Constitution Article 46 provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society. Article 350A facilitates for instruction in mother tongue at primary stage. Article 350B ensures special provision for linguistic minorities. Article 351 ensures promotion of the Hindi language.

(Pandey)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. (Education-Fundamental Human Right)

From the above provisions it can be efficiently deduced that education is recognized as fundamental right in India. The education policy in India ascertains below :-

- Free and Compulsory education for children belonging the age groups of 6-14.
- The Act imposes an obligation is imposed on the appropriate governments to ensure that every child gets free and compulsory elementary education
- Private educational institutions have to reserve 25% seats for children belonging to the weaker section of the society under the said Act.
- The legislation provides that admission cannot be denied to a student in a school
- All schools are required to have trained teachers and staff
- All schools must have necessary facilities including a playground, infrastructure, and adequate teaching staff.
- The Act also lays Prohibition on adopting the practice of physical punishment and mental harassment.

Judicial precedents have endorsed affirmations in support and parallel to Education policy in India. In landmark judgment Hon'ble Supreme Court "Mohini Jain Vs State of Karnataka (1992) (3 SCC 666) held that Right to education is fundamental right under the ambit of Article 21 as the right to life cannot be appreciated without right to education.

Unni Krishna Vs State of Andhra Pradesh {(1993)1 SCC 645}:Hon'ble Supreme Court partly accepted the view laid in the Mohini Jain case and held that the right to education is understood in the right to life and personal liberty guaranteed under Article 21 and assured that the same is available to children until they complete 14 years of age and the right to education must also be interpreted and understood in the light of the Articles 41, 45 and 46 under the heading of Directive Principles of State Policy. (Right to free and compulsory education in India)

The education policy and constitutional provisions pertaining to education are in compliance of SDG4 and assures equitable quality education and promote lifelong learning opportunities for all. During the Covid-Pandemic 2019, Education policy in India have illustrated that the Fundamental rights to education sustain even during the adverse conditions of life, which could not be suspended for any strata of education seekers. The Education policy in India reflects the targets of Incheon Declaration 2015, as the Universal primary and secondary education, Equal success to technical/vocational and higher education, Gender equality and inclusion, Education for sustainable development. Also the Constitution of India stands as the backbone assuring the fundamental Rights of Education.

3 Conclusion

Changes in education system is the heart of the 2030 Agenda for Sustainable Development Goal, even it is identified as a individual goal of SDG4. As per the provisions of new education policy the people irrespective of sex, age, race, color, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, will get access to equitable quality of education and lifelong learning opportunities for all. (SDG 4 and Targets) As per sustainable development goal by 2030 it ensure that all the students those who are seeking the knowledge and skill need to promote sustainable development and sustainable lifestyles, human rights, gender equality, etc. Education is the most important quality of every human being that provides the dignity of life and equal opportunities to everyone to stand independently. The SDG4 in nutshell stated that, it ensure learning opportunities for all start from childhood itself. It even ensures the gender equality also. The national education policy made changes at every level of education and make it more flexible and students friendly to acquire the knowledge from interdisciplinary mode.

Suggestion

The Education Policy though centralized policy, implemented at the State level, needs a particular monitoring system. The online portals and education scheme implemented by the state needs a continue review and examination by the authorities appointed for the same.

The efficiency of the teachers, need to be approved before appointing them to this noble task, as unlike urban area people in rural areas are ignorant and not capable to challenge the competency of the school administration and teaching scheme.

The School across India needs to be directed and examine on the stipulations of Education Policy.

The mandatory documentation need to be submitted by the Education Institutions for pertaining to adherence and compliance to the Education policy.

The law backed by the sanction is always helps in effective implementation of that law, similarly, for non adherence of new education policy should have some penalization at every level.

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