UNIT 6 : NATIONAL SYSTEM OF EDUCATION

UNIT STRUCTURE

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6.4 Determinants of National System of Education

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6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- identify the need and importance of national system of education
- discus the determinants behind the national system of education.

6.2 INTRODUCTION

Education of a country or a nation plays a crucial role in ensuring the progress and prosperity of a nation on the basis of which it is known to the other parts of the world. Therefore, it is imperative to know how the prevailing ideologies and principles of a nation play a dominant role in framing the national system of education of a nation. In the 21st century, the policy makers often find themselves discussing how education should be made skill-oriented which would develop and strengthen the capabilities of the people and make them productive citizens in future. Sustainable education, which follows an inclusive and non-discriminatory pedagogy, is the only way to provide the basic knowledge, training and relevant skills to the people and make them productive in the real sense. Therefore, there is a need of framing such an education system where various factors like economic, social, geographical, political, technological etc. can find a place allowing every human being to acquire relevant knowledge, skills, attitude and values

necessary to shape a *sustainable* future. Therefore, the basic philosophy of sustainable education is to bring long-term benefits and welfare to all. Besides, it is only sustainable education that would prepare the learners for a sustainable living. Keeping this importance and value of education in mind, the Governments of the developing and developed countries are trying to frame their own education system into a more liberal, comprehensive and productive Systems. For example, India, as a developing country, has made education a fundamental right, and thus, it has become a birth right for every one living in the country. In this unit, we are going to discuss the determinant factors that influences upon the national system of education particularly in the context of the Indian education system.

6.3 NEED AND IMPORTANCE OF NATIONAL SYSTEM OF EDUCATION

Isaac Kandel (1881-1965) took up Sandler's view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes behind the educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies. It is not sufficient to know that the education systems are different tfrom one another. It must explain as to why this difference is there. He believed in the theory of causation. This shaping factor of national education systems, he called "national character". The national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system. Kandel explains this approach of his elaborately in his book *Studies in Comparative Education*, which was for many years the standard text of Comparative Education. Together with Jullien, Kandel is commonly called the "father of Comparative Education". In his book, *Comparative Education: a Study of Educational Factors and Traditions*,

Nicholas Hans (1888-1969) arrived at the following classification of three groups of factors influencing the educational development in countries such as :

Natural factors: race, environment and language

Religious factors: Catholicism, Anglicanism and Protestantism

Secular factors: Humanism, Socialism and Nationalism.

In a democratic country like India, we have access to human rights guaranteed by the Constitution. Elementary education is a ladder on the basis of which learners are able to attain Secondary and Higher education. Secondary and Higher education are the platforms from which knowledge and information are disseminated to the learners for developing their functional skills and to make them efficient for future living. Therefore, various policies and schemes have been implemented for improving and reforming our education system, from elementary to higher education, particularly after the Independence. After Independence, as we know, it was Kothari Education Commission who had recommended the national system of education in 1964-66 followed by New Education Policy of 1986 and Revised Education Policy 1992. In 2016, the National Education Policy emphasised the prevalence of an inclusive society. The higher education system in India which is the third largest in the world needs to be revamped to match the changing learning environment of the 21st century. Aiming these changes, the National Education Policy 2020, GoI, is assumed to change the educational landscape through path-breaking reforms. The National Educational Policy 2020 is expected to bring excellence in the teaching learning process and research. This Policy which is a holistic and comprehensive approach towards the Indian education system could be considered a milestone for initiating a modern education system in India.

The National system of education envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast changing, ever globalising, knowledge based

societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity. Mahatma Gandhi said, "*The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated*." Inspired by the thoughts of the Father of the Nation, Particularly the NEP brings into focus the role of education in inculcating values, providing skills and competencies to citizens and enabling them to contribute to the nation's wellbeing. It recognizes that long-term economic growth and development of the nation critically depend upon the quality of the products of the education system and that an education system built on the premises of quality and equity is central to sustainable development and to achieving success in the emerging knowledge economy and society. The Policy recognizes the national education system in such a way where education is considered to be the most potent tool for the socio-economic mobility and a key instrument for building an equitable, just and human society. It also recognizes education as an integrative force in society and its role in imparting values that foster social cohesion and national identity. The integral points of the national education system generally aim to:

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth and adults – and to promote the realisation of the nation's human potential to its fullest, with equity and excellence.
- Ensure that school and higher education as well as adult education programmes inculcate an awareness among the children, youth and adults of India's rich heritage, glorious past, great traditions and heterogeneous culture, and promote acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help develop global

citizenship and sustainable development;

- Foster quality education with a strong focus on reforms relating to curricula, learning materials, pedagogic processes, learning assessment, teacher quality and performance, and institutional leadership and management with a view to enabling all students at all levels of education to attain the specified learning outcomes (knowledge, skills, attitudes and values) that are required to lead a productive life, participate in the country's development process, and respond to the emerging global challenges;
- Promote acquisition by all learners of relevant skills, including technical and vocational skills, for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to contribute to the national development process.



CHECK YOUR PROGRESS

Q 1: Why is national system of education of India important?

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6.4 DETERMINANTS OF NATIONAL SYSTEM OF EDUCATION

We have already discussed that education has a very extensive role in social change and development. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the Kothari Education Commission particularly recommended the national system of education that leads the following points such as

- Education should be related to Increase in Productivity.
- Promoting social and National Integration

- Education and Modernization
- Developing social, moral and spiritual values.

For bringing the reformation in education, the earlier policies on education have laid out clear objectives and goals; However, many of these have not been realized fully. Though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persistant concerns and challenges relating to *access to and participation in education, quality of the education imparted, equity in education, system efficiency*, *governance and management*, *research and development, and financial constraint and global commitment* to educational development which could be considered as key challenges in the education sector in India. However, there is no single solution or remedy that can address the multiple challenges of access, inclusion and excellence, while attempting to harbinger change. The thrust of this policy is on quality of education, as the country has already been witnessing the benefits of on-going efforts for expanding access and increasing inclusion. Employability is a matter of great concern which also has been given due attention. Given the global changes and technological advancements, some new areas are also brought forth to realize the various objectives. During the COVID 19 pandemic and post pandemic situation, the emergences of online, blended learning would pave a new way for transmitting education that makes the learning environment more techno-friendly for the 21st century learners.

The followings are the main determinants and factors that influences upon a national system of education

- **Geographical Factors**.: The geographical position of a country or a nation is bound to influence its culture, civilisation and education. Geographical situation of various countries is different. Therefore, the social structure, social culture, norms of a society, civilisation and educational systems also vary from country to country and nation to nation. For instance, in an agro based society, special emphasis will be given on agricultural education whereas in an industrial country, the education system may focus more on education for industrial

development.

- **Economic Factors**: According to the economic condition, the aim of education and curriculum in a country are determined. For example, in the former USSR, all the property and wealth were regarded as state property rather than individual ones. Therefore, in order to enrich that culture among the children, the primary education system was developed in such a way that it could generate the mind-set of the young children as that the property belongs to the state and they have to protect them.
- **Linguistic Factors**: Languages play a crucial role in the educational system of a country. We know that a country has a strong national character in which the mother tongue is the medium of instruction. The culture and civilisation of a place is closely associated with its language in many respects. Even the problems of education of a place is related with cultural aspects which can be understood on the basis of the linguistic factors.
- **Religious Factors**: Religion occupies a special position in the life of an individual. We know many people who have sacrificed their lives on the religion sentiments and beliefs. In a religious country, majority of the population is conservative and it strictly adheres to its old traditions and ways of living. Therefore, the educational organisation must pay attention to the religious beliefs of the people. For example, in a pluralistic country like India the educational system must be designed in such a way that it can inculcate in them the sence of brotherhood among the people irrespective of their religion, caste and class.
- **Political Factors**: Political situation or the system also influence the education system of a country or a state. The social structure and the power relationship and the control over the decision making process plays a crucial role in terms of framing the education system of a country. Political nature of education means the influence of politics, pressure of bureaucrats or people in power in formulating the various policies of education. Although education is expected to be free from

politics, yet many times the educational policies followed by a government may be influenced by political ideology. We know that India was under the British colonial power for two hundred years. Modern education system in India was largely a contribution of the British rulers. But due to the long term of their colonial rule and the pressure of various political groups since then have influenced the educational policies in India from time to time. For example, Macaulay's policy in introducing English language as medium of instruction in India in 1835 was a conscious effort of popularizing English and to use it for colonial purposes in India. Even after the Independence, the three language formula which was adopted as medium of instruction in the educational system is also regarded as an indirect influence of political ideology in education. Apart from these, whenever we talk about politics in education we must also consider the political influence in making a syllabus and curriculum module. Many a times, a particular political ideology is sought to be popularized through the apparently apolitical nature of the syllabus. But a syllabus should be designed on academic consideration in such a way that they can cater to the needs of the learners and make the learners nationally as well as internationally aware of various political systems of the world because politics and education can not be separated. But the learners should not be influenced for or against any particular political system or belief. Rather, they should be made politically conscious.

- **Technological Factors:** Technology plays an increasingly significant role in improving access to education by people living in impoverished areas and developing countries. However, lack of technological advancement is still causing barriers with regards to quality and access to education in the developing countries. Charities like One Laptop per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials. India is developing technologies that will bypass land-based telephone and Internet infrastructure to deliver distance learning directly to its students. In 2004, the Indian Space Research Organisation launched EDUSAT, a

communications satellite providing access to educational materials that can reach more of the country's population at a greatly reduced cost.



ACTIVITY 6.1

How would you like to explain the political nature of education as a subject to study for a 21st century learner?



CHECK YOUR PROGRESS

Q 2: Highlight a few factors that determine the education system of a nation.

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6.5 LET US SUM UP

- Education of a country or a nation plays a crucial role in framing the character and ensuring the progress and prosperity of the nation on the basis of which a nation and a country is known to other parts of the world.
- Isaac Kandel (1881-1965) took up Sandler's view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes behind educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies.
- Education systems are different from another to country. It must explain as to why this difference is there. The national character of a country shapes its education system. In order to understand a particular

national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system.

- Geographical, political, social, cultural, economic, religious, linguistic, technological factors influence upon the national system of education in each country.



6.6 FURTHER READING

1) https://lms.su.edu.pk/download?filename=1620120537-1-introduction-to-comparative-education.pdf&lesson=56423#:~:text=Comparative%20education%20is% 20a%20fully,in%20another% 20country%2C%20or%20countries.



6.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: The national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system. The National system of education envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a

productive life, participate in the country's development process, respond to the requirements of the fast changing, ever globalising, knowledge based societies, and developing responsible citizens who respect the country's tradition, diversity in cultural heritage, culture and history and promote social cohesion and religious amity.

Ans to Q 2: The following are the main factors that influences upon a national system of education

- Geographical Factors.: The geographical position of a country or a nation is bound to influence its culture, civilisation and education. Geographical situation of various countries is different. Therefore, the social structure, social culture, norms of a society, civilisation and educational systems also vary from country to country and nation to nation.
- Economic Factors: According to the economic condition, the aim of education and curriculum in a country are determined. For example, in the former USSR, all the property and wealth were regarded as state property rather than individual ones. Therefore, in order to enrich that culture among the children, the primary education system was developed in such a way that the young children would accept the fact that all property belong to the state and they have to protect them.
- Linguistic Factors: Languages play a crucial role in the educational system of a country. We know that a country has a strong national character in which the mother tongue is the medium of instruction. The culture and civilisation of a place is closely associated with its language in many respects. Even the problems of education of a place is related with cultural aspects which can be understood on the basis of the linguistic factors.
- Religious Factors: Religion occupies a special position in the life of an individual. Many people have sacrificed their lives on religion sentiments and beliefs. In a religious country, majority of the population is conservative and it strictly adheres to its old traditions and ways of living. Therefore, the educational

organisation must pay attention to the religious beliefs of the people. For example, in a pluralistic country like India the educational system must be designed in such a way that it can generate a some of brotherhood among the people irrespective of any religion, caste and class.

- Political Factors: Political situation or the system influences upon the education system of a country or a state. The social structure and the power relationship and the control over decision making process play a crucial role in terms of framing the national education system of a country.



6.8 POSSIBLE QUESTIONS

A) Short Questions (Answer within 50-100 words)

Q 1: What is meant by national system of education?

Q 2: Identify a few points regarding the importance of national system of education.

B) Long Questions (Answer within 100-300 words)

Q 1: Discuss the relevance of national system of education to be studied in the 21st century.

Q 2: Explain the need and importance of the national system of education.

Q 3: Discuss the determinants factors of national system of education.

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