

Utilization of Education Psychology in Policies of Indian Education

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Abstract – In India, bureaus of training have dependably had a solid part of brain research, which constitutes one of the center foundational disciplines (in certainty the one that is fused most genuinely) inside instruction and keeps on framing a significant segment of all instructor training projects and courses. It has, be that as it may, remained profoundly dug in inside the positivist system and a behaviorist worldview. Standard instructive research inside bureaus of training has to a great extent been molded and affected by this model, with an attention on experimental work. This behaviorist model of understanding learning and instructing has had its most grounded impact in the circle of instructional method, where it has fortified customary models of learning and educating.

Keywords: Education, Psychology, Policies of Indian Education.

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INTRODUCTION

The term "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training. A group of educationists say that it has come from another Latin word "Educare" which means "to bring up" or "to raise"

As an individual in the society, he/she has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all these qualities of head, hand and heart through the process of education.

Psychology, more than any other discipline, has been a major influence in departments of education and has shaped the ways in which classrooms, pedagogy, and to a large extent curriculum, have evolved within school education. Learning theory, behaviorism, and a dominantly positivist framework have been instrumental in shaping the discipline of psychology, especially as it evolved within the newly created departments of education in the early 20th century. This was also the time that formal schooling for the masses and large scale public schooling systems were being consolidated all over the industrialized world. The comfortable convergence between a behaviorist view of human functioning and the mass socialization of children that schools were expected to fulfill gained credibility, thanks to the "scientific" nature and credentials of this theoretical framework at a time when positivism pervaded thinking within the social sciences.

In the Indian context, psychology has, by and large, helped education researchers to maintain the notion of children as de-contextualized. The individual is attributed with characteristics such as intelligence and personality, and "measurement" has long been a technique for sorting and selection. It has also helped the field of education to maintain the idea of students as "gifted" or other, and to attribute responsibility for success and failure to the individual (student and teacher, and often the parent) and her/his capacities. This idea fits in well with a selection model for education that reinforces notions of individual merit, side-stepping issues of inequality, lack of access, and other social, political, and economic factors that are responsible for exclusion, marginalization, and, increasingly, a system of education that is deeply divided on a variety of parameters, ranging from class and caste to gender, community, region, etc. This perspective of school and the child has allowed educational research and practice to disregard the larger socio-economic and political structures within which schools, teachers, and students are embedded.

As indicated by Kothari Commission, "One of the critical social goals of instruction is to adjust opportunity, empowering the retrogressive or underprivileged classes and people to utilize instruction as a device for development of their social and financial condition".

The most essential and pressing change required in instruction is to change it, to relate it to the life, needs and yearnings of the general population and consequently make an intense instrument of social,

monetary and social change, fundamental for acknowledgment of the national objectives. For this reason the commission has proposed the accompanying goals of training:

- (a) Increasing profitability.
- (b) Social and national reconciliation.
- (c) Acceleration the procedure of modernization.
- (d) Developing social, good and profound esteems.

Training for Increasing Productivity however India is a place that is known for immense assets, yet it has not wind up noticeably independent for this reason, the assets must be abused and instruction must be identified with profitability to build national wage.

Vision, Mission, Goals and Objectives of Indian education policy

Vision

The National Education Policy (NEP), 2016 envisions a credible and high-performing 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 economy and society.

Mission

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth and adults – and to promote the realization 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 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.

GOALS AND OBJECTIVES

The overall goal is to foster quality and relevance of education and raise the credibility of India's education system, improve employability of the products of school and higher education system, ensure equitable access to education, from early childhood education to tertiary education, including technical and vocational education and training (TVET) as well as lifelong learning opportunities, and ensure that educational opportunities are available to all segments of the society, The main objectives of education for the fulfillment of the vision and mission are as follows:

- Expanding early childhood education services to ensure that all pre-school age children aged 4-5 years attain the learning and developmental readiness required for smooth transition to primary education, with particular attention to children belonging to disadvantaged population groups;
- Achieving universal elementary and secondary education and ensuring that all secondary education graduates have access to higher secondary education and all higher secondary education graduates have equitable access to higher education and that all enrolled students are supported to successfully complete their education with all of them achieving expected learning outcomes;
- Ensuring that all education programmes are made accessible, inclusive and responsive to the needs of diverse groups of children and young people with special focus on students from disadvantaged population groups, particularly children, adolescents and youth with special needs and with various forms of disabilities, and ensuring that all enrolled

students are supported to enable them achieve the expected learning outcomes;

- ▶ Ensuring that social, regional and gender gaps in education are eliminated and gender equality and girls' and women's empowerment are promoted throughout the education system;
- ▶ Expanding opportunities for skill development and ensuring acquisition by young people and adults of the skills and competencies for life and work, including technical and vocational skills that are required for employability, work and entrepreneurship and for adapting to an ever-changing world of work;
- ▶ Ensuring that young people (15-24 years) and adults (15 years and above) who are outside the formal education system, including those working in the informal sector of the economy, are provided with opportunities to attain skills for employability;
- ▶ Reform higher education system in order to ensure equitable access to tertiary education, including technical and professional education, narrow group inequalities in access to higher education, and improve teaching and research, promote innovation and generate new knowledge across all higher education institutions and to enable all enrolled to attain the specified learning outcomes and employable skills;
- ▶ Ensuring integration of information and communication technologies (ICTs) in education, especially for improving access to education, enhancing the quality of teaching-learning process, training of teachers, and strengthening educational planning and management.
- ▶ Ensuring that the systems of teacher development and management, including continuing professional development of teachers, are reformed to ensure adequate supply of qualified and competent teachers who possess the prescribed competency profile and the prescribed professional standards for teachers;
- ▶ Ensuring that at all youth and at least 90% of adults, both men and women, achieve literacy and numeracy skills prescribed by the adult education programmes;
- ▶ Institutionalizing a responsive, participatory and accountable systems of educational planning, governance and management and

ensuring that the educational planning and management practices structures for the planning and management of the education sector at the national, sub-national and local levels are improved and made more responsive to the emerging educational priorities and demands of the expanding education sector;

- ▶ Professionalizing and enhancing the capacity of institutional leadership, and ensuring that the leadership in the education sector at the national, subnational and institutional levels are improved to respond to the emerging educational priorities and demands of the expanding education sector;
- ▶ Ensuring increased and well-targeted financing for educational development programmes. The direction of the future education agenda is anchored in a lifelong and sector-wide perspective. The policy envisages broadening the scope of education to facilitate various pathways to learning depending on learners' choice and potential and in relation with skills required for the world of work while ensuring recognition and certification of learning outcomes acquired by learners through formal and non-formal learning modalities, including open and distance learning modes.

CONCLUSION

We featured the part of associations, for example, ISPA and In SPA in driving activities to connect with instructors, clinicians, and approach producers, in talking about, creating and executing methodologies to propel school emotional wellness. Youngsters in India are presently worldwide natives. The mental well-being of India's youngsters is a vital piece of India's general financial advancement. As India moves forward as far as monetary flourishing, each youngster ought to have the privilege to profit of each chance to advance the full scope of instructive encounters and enhance their mental prosperity to improve prospects for what's to come. In this specific circumstance, given the nearby relationship of instruction and social and monetary access, office and versatility, the part of school clinicians is particularly applicable in the Indian setting. We trust that school clinicians will assume a critical part in enhancing the scholastic and emotional well-being results of a huge number of kids crosswise over India later on. In this way, every exertion towards propelling school brain research must be upheld by arrangement producers, organizers, instructors, political pioneers and groups crosswise over India.

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