Role of National Education Policy-2020 in Transforming School Education in India

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Abstract

National Education Policy-2020 the Government of India has recently adopted a new policy in Parliament, which the Government of India claims is a revolutionary change in education. National Education Policy focuses on five pillars Affordability, Accessibility, Quality, Equality and Accountability. This education policy aims to provide cent percent of school enrolment and adult literacy before 2030 and provide vocational education to at least 50% of the students before 2025. Karnataka is the first state in the country to implement this policy with the strong intention of achieving this goal. The new education policy aims to change the learning curriculum, from pre-education to higher education, its changes years of learning, the capacity of learning, the course of learning and the selection and independence of the subject. In the previous education policy, the school education stage was called 10+2 years, and the new education policy was named called 5+3+3+4 year's school education mode. This study is an overview and analysis of school education in the New Education Policy. One of the key elements of this paper is to study the objectives of school education in NEP-2020 and discuss the opportunities and challenges of the multidisciplinary approach, Holistic approach and Skill development in the schools. This study is based on secondary sources of data gathered from central and state government National Education Policy-2020 reports, Department guideline books, journal articles, newspapers and related websites.

Keywords: School Education, Policy, Opportunities and Challenges.

Introduction

The progress of education in India can be identified in three stages: the pre-British stage, the pre-British stage and independent Indian education. The Gurukula education system was practiced in India before the arrival of the British, where education was limited to the Brahmin class or caste; the rest of the majority of the Indians was excluded from education. In the British period, colleges were started in Madras and Calcutta and the Charter Act set aside one lakh annually for the college education of Indians. In 1835, Macaulay advised the British Government to implement English education for the benefit of the administration, thus enabling English education (wikipedia.org). Charles Woods' report (1854) suggested expanding education and recommended that primary and secondary education be provided in the local language, and college education in English. He recommended opening government schools at the district level, to provide women's education and teacher training (wikipedia.org). The Commission of Hunter (1882) led to the start of the University of Punjab and Allahabad. Essential and free education for all children in the age group of 6 to 17 years was suggested by John Sargent's commission in 1944. The University Grant Commission was established on the recommendation of the Radhakrishna Commission (1948) after Independence, and then the Modaliyar Commission recommended high school education for years 11 to 17 years from the age of children (Suresh, 2020). In 1966, the Kothari Commission advised an education level of 10+2+3 pattern and recommended women's schools and hostels, adult education, vocational education, teacher training and distance education (Wikipedia). The 1986 New Education Policy recommended starting Pre-primary school education and Daycare center, establishing Open University and Minority education, and recommended Technical and Management education and research (1992). These are the stages of development of the education system in India. Now, the Indian government has started a New Education Policy-2020.

Review of the Literature

Prof. U.C.Vashishtha (2011): In this study, it explains types of education like formal, informal and non-formal and their characteristics and comparison. Here they explained the philosophy of India, like Buddha philosophy, Jain philosophy and Yoga philosophy, etc, and also discussed idealism, naturalism, pragmatism and realism philosophy in school education.

Dr. Manju Gupta (2007): In this study explained the nature and value of education and the history of the Indian education system from the Vedic period to the post-independent period, and also discussed primary, secondary, higher and adult education and teacher training educational structure.

V.N Singh (2005): In this study, the author discussed the history of education in India and he explained Gurukula education, colonial period education, madarasa education, Indigenous education, university education and scientific education.

Mamatha Yadav (2010): In this study explained mainly Dalit education status in India, and also explained the growth of Dalit education in India. Here he discussed dalit's fundamental issues in education, school and college education and drop-outs, progress level and state and union government role in Dalit education and explained representation status in science and technology.

Brajar Ramjan Mani (2018): In this study explained that in the 19th century social inequality was controlled by the Sanatana religion. There was education not available to the majority of Indians at that time. Mahathma Jyothiba Phule and his wife Savitrhri ba Phule first started school for women and Shudras. Savitri Ba Phule and Fathima sheik were the first women teachers in India. Jyothi ba Phule and Savithri Phule started free schools and hostels for women and backward-class people. At the same time, they faced a lot of problems from Brahmins but they strongly, beware and continued their work (Mani, 2018).

Objectives of This Study

➢ To find out the opportunities for school Education in National Education Policy-2020
➢ Understanding the challenges of School Education in National Education Policy-2020

National Education Policy-2020

Education meaning: Education word is derived from the Latin word 'Educare', which means to raise, to nourish, and to bring up. According to Aristotle, "Educated men are as much superior to the uneducated as the living to the dead". Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development like economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The global education development agenda is reflected in Goal 4 of the 2030 Agenda for Sustainable Development. Therefore, India adopted a new education policy. This education policy aims to provide a cent percent of school enrolment and adult literacy before 2030 and provide vocational education to at least 50% of the students before 2025. The fundamental principles of the National Education policy-2020 will guide both the education system at large, as well as the individual institutions which are mentioned below (Development, 2020).

- Perceive, determine, and encourage the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres and to achieve the foundation of literacy and numeracy.

- The learners have the talent to choose their learning direction and programmes, based on their ability and enthusiasm; no separations between arts and sciences, between curricular and extra-curricular tasks, between vocational and academic streams, etc.

- Embolden creativeness, critical thinking and decision making, certify multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports. To develop values like

cleanliness, empathy, courtesy, a spirit of democracy and service, respect for public property, responsibility, liberty, equality and justice.

• To develop the teaching and learning capacity, and will improve life skills such as communication, cooperation, teamwork, and resilience and focus on formative and summative assessment on a regular base.

• Coordination in curriculum across all levels of education from early childhood care to higher education and school teachers and faculty are the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions, encouraging good governance, empowerment and outstanding research and reviewing the progress based on sustained research and regular assessment by educational experts (Development, 2020).

School Education

The National Education policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. The first stage is Foundational (Preschool/Anganwadi, 3 years, ages 3-6 and 1 & 2. The class ages 6 to 8), Preparatory stage (3 years, class 3 to 5 and ages 8 to 11), Middle stage (3 years, class 6 to 8 and ages 11 to 14) and Secondary stage (4 years, class 9 to 12 and ages 14 to 18).

Opportunities of School Education in NEP-2020

➢ National Education Policy-2020 helps with brain development at the age of early childhood; over 85% of a child's cumulative brain development happens prior to the age of 6. It indicates the critical importance of appropriate care and stimulation of the brain at an early age in order to secure healthy brain growth and development.

➢ NEP's main objective of Early childhood care education(ECCE) ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers counting, colors, models, indoor and outdoor games, logical thinking, problem-solving, drawing and paintings and other visible art-craft, drama, music and movement. It also includes a focus on developing social capacities and sensitivity, good behavior, civility, ethics, personal cleanliness, public cleanliness, group work, and cooperation.

➢ The NCERT will be developed based on National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8, in two parts namely a sub-framework for 0-3 year-olds and a sub-framework for 3-8-year-old, aligned with the above guidelines, the research on Early Childhood Care and Education (ECCE), and national and international best practices. In art, stories and poetry, games, songs and more will be suitably included.

- The institutions of Early-childhood education consist of (1) stand-single Anganwadis, (2) Anganwadis co-located with primary schools, (3) pre-primary schools covering at least age 5 to 6 years co-located with existing primary schools and (4) stand-alone pre-schools - all of which would recruit workers or teachers specially trained in the curriculum and pedagogy of ECCE.

- Every Anganwadi will have a well-ventilated, well-designed, child-friendly and good building with an enhanced learning environment. Children in Anganwadi Centers shall take activities, tours and meet the students and teachers of their local primary schools.

- At the age of 5 years, every child will move to a "preliminary Class" or "Balavadi" (before Class 1) which has an Early Childhood Care and Education qualified teacher. Here focus on developing logical, emotional, and psychomotor abilities and early literacy and numeracy. The midday meal, examination of health and growth monitor that is available in the preliminary class as well as primary school.

- To prepare an initial cadre of high-quality teachers in Anganwadis, current Anganwadi workers/teachers will be trained through NCERT curricula. Anganwadi workers/teachers with qualifications of 10+2 and those with lower educational qualifications shall be given a one-year diploma program through digital/distance mode using DTH channels as well as smartphones.

- The priority of the education system will be to achieve universal basic literacy and numeracy in primary school by 2025. First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and employing local teachers. A pupil-teacher ratio (PTR) is 30:1 and in socio-economically disadvantaged areas the pupil-teacher ratio is 25:1. Entertaining and inspirational books for students at all levels will be developed, including through good quality translation in all local and Indian languages and will be made available extensively in both school and public libraries.

- The health and nutrition of children will be addressed, through healthy meals and the introduction of well-trained social workers, counselors, and community involvement into the school. The goal is to achieve a 100% Gross Enrolment Ratio from preschool to secondary level school by 2030 and NEP will give quality holistic education–including vocational education - from preschool to Grade 12.

- NEP will adopt those who are not able to attend a physical school, National Institute of Open Schooling (NIOS) and State Open Schools will offer the A B C model programs its equivalent to formal school education. The governments as well as non-governmental philanthropic organizations build schools.

- The aim of education will build character and create holistic and well-rounded individuals equipped with skills develop from school education to the higher education stage. Curriculum content will be prepared based on critical thinking, more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

➢ The classroom will be creating joy and imbibing the Indian ethos through the integration of Indian art and culture in the teaching and learning process at every level. Reduce the hard separation among curricular, additional-curricular or co-curricular arts, humanities, social science and sciences or between the vocational or academic courses.

➢ Schooling should be available in the local or native language, at least 5 classes or until classes of 8 if possible. The three languages learned by children will be the choices of States, regions, and students themselves, so long as at least two of the three languages are native to India (2019). The NEP will offer foreign languages such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian at the secondary level.

➢ The progress card will be introduced for school-based assessment which helps to communicate with the school to parents along with teachers. NEP proposed a National assessment center under the Ministry of Education. In-school education will be encouraged through project-based clubs and Circles.

➢ NEP will be introduced merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programs and special merit-based scholarships will give to rural areas B.Ed. students, It will proved local job opportunities to local students, especially female students.

➢ Teacher Eligibility Tests will be strengthened, private schools teacher also must have qualified similarly through Teacher eligibility tests. Adequate and safe infrastructure, running toilets, drinking water, attractive spaces, electricity, computer devices, internet, libraries, sports and recreational resources will be provided to all schools and all children.

➢ The school complex/cluster will be set up for 10 – 20 small public schools; it will reduce the resource problem of small schools without physical merge and hesitation in admission. Public and private schools (except the Central government controlled school) will be assessed and accredited on the same criteria; these are the main opportunities of the National Education Policy-2020 in School education.

Challenges of School Education in NEP-2020

National Education Policy has good opportunities for School education level students as well as Higher education also, the same time NEP has big challenges to implement in India. Because India has facing rural school problems, a lot of school dropouts have come under the poverty line, and female Children's drop out is higher than male children. At the same, some education experts, writers, professors, Student organizations, and political parties are opposed. So we will discuss what the challenges of implementing NEP-2020 are,

• Mother tongue learning is not compulsory in secondary education, it can only be taught in the mother tongue up to class 8, which allows for the disregard of native languages.

- We see that the Indian education system is already discriminatory, there is a learning gap between urban and rural schools, government and private schools, for example, SSLC and PUC result in private and urban schools being higher than the remaining schools, there is no guidance in the new education policy for reduces discriminate about that.

- According to the new education policy the curriculum structure development is the responsibility of NCERT, it obscures the authority of the state government on education and curtailed the authority of SERT.

- Lack of resources to provide adequate technical, skill development and vocational training is challenging the new education policy. At the same Indian government privatizes the state-owned property and encourages private schools and private transport therefore how to give an equal education to all.

- Cluster education has given the opportunity to close village schools or open private schools; this is also one of the challenges of NEP.

- Most of the children in government schools are poor, child of illiterate parents, and malnourished, it is challenging for such children to compete equally with rich backgrounds, nutritious, skilled, and foreign children. NEP-2020 will helps only 20% of students in India (2022)

- Learning in education depends on the student's social and poverty background as well as the level of parental education and transportation. The inequality of these challenges to the new education policy. In recent times the government privatization of public property and the centralization of wealth in the hands of few individuals can lead to increased poverty, deprivation, and inequality.

Conclusion

National Education Policy-2020 is introducing new stages in education, here newly started brain development activities in the early childhood stage, introducing cluster education and also planned to give technical education, skill-based education to school education students, 4-year degree in undergraduate with multi dice plenary approach and it has some goals to reach within the time. These are the main objective and opportunities of NEP-2020. At the same time, it has some challenges like union government not spending need of amount to education; the previous Kotari commission suggested to 6% invest to education in every year's GDP, but still, any government not full fill this, here; again, suggested the same. 2022-23 total union budget is 3944909 crore, for education, 104278 crore means only 2.6% allocated in total budget, its shows government not taken seriously to implement of NEP-2020. In Karnataka, 34411 students had school dropouts in the year 2021-22, these all impact social and economic development as well as national development. At the same time union government encourage private investment and privatized the government sector, these helped capitalist developments, not the growth of the public or people or

democracy, nation development needs universal development then only reduces poverty, illiteracy, unemployment, social and economic issues. A democracy's success depends on equality, liberty, and fraternity as well as education, so government focuses on equal and universal education and equal opportunities (Mani, 2018).

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