

National Education Policy 2020: A Challenging Issue of School Education and Higher Education in Changing Context of Education Policy

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ABSTRACT:

Well defined education policy is essential for a country at higher education level due to the reason that education leads to social, economic, political and all-round progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages at school and college education levels based on their growth to make the education system effective. Recently Government of India and Ministry of Human Resource Development (MHRD) are jointly announced new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights based on new Education Policy announced in the school education and higher education system. Various strengthen areas and predicted challenging issues of NEP 2020 on the Indian higher education system. Finally, some suggestions for future study are proposed for its effective implementation towards achieving its objectives.

Keywords: Higher education, National education policy 2020, NEP Overview & analysis

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INTRODUCTION:

The Indian education system has been a major feature of the Indian government since independence. The Government of India has repeatedly presented education policy to improve the education system, first in 1968, then 1979, after that 1986. But at no time was it possible to focus on all aspects of Indian education system and was faced in challenging condition. That is why, a program called Program of Action (POA) was adopted in 1992 to implement the programs adopted in 1986. But current 21st century is the age of the technology like- Internet, social media etc. So, the current education system will also be connected to the technology as well as self-learning. Therefore, the present Central Ministry of Human Resource Development introduced a new education policy in 2020, named National Education Policy with the help of present Central Government. This new education policy is a revised version of 1986 education policy which is relates to the present time. This is the first policy which seeks to liberate students of administrative constraints with multidisciplinary learning and multiple chances. The policy aims to create a robust digital infrastructure in the education sector that ensures continuous learning all time. It also established National Education Technology Forum (NETF) [23.3. P-56] to ensure technological learning adequately and efficiently in the education process and ensuring the enhancement of the access of education to all sections. Another aim of this policy is to improve the GER in higher education and to achieve the objective of 100% youth literacy [21.4. P-51]. The policy also said that, use of 6% from GDP in the education sector for improvement. Moreover, the new policy has also been predicted to reduce social and economic gap between students and so on.

NEP 2020 may provide a structured way for the education sector to take off despite challenges. It also scrutinized and dissected by many experts in its all parts and thus it has witnessed conflicting views in many sectors.

The policy has been criticized due to the legal complexities surrounding the applicability of two operative policies namely The Right to Education Act, 2009 and the New Education Policy, 2020. The age of starting schooling will need to be deliberated upon, in order to resolve any conundrum between the previous and newly added policy for future run.

It is stated that new NEP 2020 is provides a fresh canvas to paint on and opens up avenues for home-schooling and foreign universities alike, in India. For the new policy to succeed a combination to move out of comfortable doldrums and facilitate increased involvement of foreign universities and increased literacy levels. While this objective is expected to see significant regulatory for its successful implementation, it would lay a successful way ahead for institutions as well as for the student and place India on the map of an educational haven.

OBJECTIVES:

The objectives for this research study are-

- To highlights and discuss shortly about School education and Higher Education in National Education Policy 2020
- To discuss the strength of newly accepted policy
- To identify the challenging area of NEP 2020

METHODOLOGY:

The descriptive analytical method is used for this study. The Methodology consists of studying, discussion and extraction of summary of National Education Policy proposal, analysis of the various sections of the drafts and listing and discussion of the strength and weakness of the proposal using group discussion.

HIGHLIGHTS AND DISCUSS ABOUT NEP 2020 ON SCHOOL EDUCATION AND HIGHER EDUCATION:

The NEP 2020 propose an education system with the help of India centered education system by considering its tradition, culture and values to contribute directly to transform the country into a equitable, sustainable and plangent knowledge society. The objective of the newly adopted education policy, NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education of every student to raise the current situation. The policy are discussed below by various educational and educational related stages and structured.

The curricular and pedagogical structure: The curricular and pedagogical framework will be design in 5+3+3+4 for school education. The developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, 14-18 years respectively. The name of four stages- Foundational Stage, Preparatory Stage, Middle Stage and Secondary Stage.

Foundational Stage: The foundational stage will consist of five years of flexible, multilevel, play based learning. This stage is divided into two parts, first is Anganwadi or pre-school part and consist with 3 years play based activity, another is 2 years of primary school in grades 1-2. The curriculum and pedagogy of ECCE is consists of flexible, multi-faceted, multi-level, play-based and inquiry-based learning with the focused on developing social capacities, sensitivity, good behavior, ethics, personal and public cleanliness and cooperation. The overall aim of ECCE will be to attain optional outcomes.

Preparatory Stage: Preparatory Stage will comprise three years of education building. The curriculum being consist with the play, discovery, and activity-based pedagogical and curricular

style of the Foundational Stage. This stage is covered class-III to class-V and covering the age 8-11. This will also incorporate with interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.

Middle Stage: Middle Stage is the duration of class-VI to class-VIII, covering the age 11-14. This stage focused more on abstract concept of each subject, like- social science, humanities, science, mathematics. Encouraged in experimental learning within each subjects and explorations of relation among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.

Secondary Stage: The Secondary Stage will cover 14-18 years and comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage. Though its curriculum is subject-oriented but with greater depth, greater critical thinking, greater attention of life aspirations, greater flexibility and student choice of subjects are also associated.

Undergraduate Stage: The Undergraduate degrees in every subject are divided in two parts. One will be of three-year another is of four-year duration with multiple exit options. After passing first year, students are earned a certificate, a diploma after passing second year, a Bachelor 's degree after passing third year. The fourth-year undergraduate degree programme is preferred with major or minors research projects or by a training programme.

Postgraduate Stage: The Postgraduate stage named Master's degree. It should be one-year for four years bachelor degree students, two-year for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year according to NEP 2020. The Masters' degree will consist of a strong research component or a research proposal to strengthen competence in the professional area and to prepare students for a research degree and a professional teacher.

Research Stage: The Research stage is structured by pursuing high quality and authentic research leading to a Ph.D. in any core, multidisciplinary, or interdisciplinary subject for a minimum period of three years and maximum period of four years for full-time and part-time study respectively, after-that the students got Doctorate degree. During the Ph.D programme they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen subject. The earlier one-year MPhil programme is discontinued.

Evaluation Stage: To evaluate student achievement in higher education (HE), policy recommend Choice Based Credit System (CBCS); that is why the policy calls for revising the CBCS system. HE evaluation is based on grading system that assesses student achievement based on the learning goals for each programme.

Vocational Education: The policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a structured manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship. The policy also aimed that by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

Lifelong Learning: The NEP 2020 proposes lifelong learning and research to avoid human beings becoming inoperative in society in terms of knowledge, skills, and experience to lead a comfortable life. Policy believed that education and research at any stage of life will give further maturity for satisfaction in life.

STRENGTH OF NEWLY ACCEPTED POLICY:

The strength of this newly accepted policy are identified from its structure and implementation point of view, are listed below-

- i) The draft contains a comprehensive proposal on all aspect of education for all levels of students.
- ii) Preliminary education is proposed by Anganwadi center from 3rd year of age of children.
- iii) Emphasis on multi-disciplinary and interdisciplinary liberal education of students.
- iv) The entire proposal on education is based on equality.
- v) All types of higher education institutions will be multidisciplinary and autonomous degree granting institutions and accredited at undergraduate and postgraduate levels.
- vi) Marks scored by each student in each subject is based on the continuous evaluation by the concerned faculty members of the department. The performance grade of the student will be based on true academic scores and extra-curricular performance, not based on luck.
- vii) Addressed systematic education for the citizen for lifelong learning.
- viii) Students have the liberty to choose subjects from both specialization areas and across multi-disciplinary areas. Also, the students have priority to given a research based customized education at all levels.
- ix) Opportunities for all accredited HEIs to provide degree programmes by ODL mode.
- x) In the drafts it was proposed that faculty ratio in the schools and colleges is increased from 20:1 to 30:1 and this liberalization allows HEIs to use more industry experts (field practitioners) for part time experience.

- xi) All private HEIs will be treated equally with public institutions for research funding so that researchers will get equal opportunities and encouragement for their research contributions irrespective of the type of the institution they work.

CHALLENGING AREA OF NEP 2020:

The Nation Education Policy 2020 is a welcome and a grate ambitious policy of Indian's education system into a modern, progressive and equitable one. It talks about focusing most on multi-disciplinary learning, technological based learning and discovery probably around us. The concept of education must also be re-formed to meet the needs of learners today. However, the NEP requires a deep dive into the current challenges that India's education system faces at the grassroots level. What we need to further question about NEP that-

- i) The New Education Policy (NEP), 2020, after a gap of 34 years, with year-long consultations with a large number of stakeholders is a step in the right direction of Indian education. While changes in the prevailing educational structure of 10+2+3+2, replacing it with 5+3+3+4 and multiple entry and exit options that all are innovative and ambitious moves, but they are full of challenges with its curriculum, process and so on.
- ii) the real challenge are lies in its implementation, because there are many previous policies, which despite their intent could not make any difference and most of the Indian higher educational institutions are still churning out mostly unemployable youth. Value addition through their degrees, too, is not helpful to make them productive.
- iii) The policy was said Liberal education based on STEAM and competency based credit system but our country is a very big country with the base of regional, social, economic, cultural and geographical variations, therefore, it is difficult to create one homogeneous system where every student can get a similar education and facilities. Therefore, it will be a challenge to implement the NEP in such a setting.
- iv) Today our country, India has around 1,000 universities across the country. In the policy it was said that the Gross Enrolment Ratio in higher education would be double by 2035 which is one of the stated goals and the policy will mean that **we must open one new university every week, for the next 15 years.** But opening one University every week on an ongoing basis is an undoubtedly massive challenge.
- v) In higher education, the National Education Policy 2020 was focus on inter-disciplinary learning which is a very welcome step. Universities, especially in India, have for decennary been very siloed and departmentalized. This culture of disciplinary runs very deep among scholars and professors alike, with few exceptions. For the entire higher education system to be composed of "exceptions" professors who are curious about, respect and lean in to other disciplines while being experts in

their own is no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

- vi) In the policy it was said that the HE is based on industry experts or field practitioners for part time experience. But it was in challenging issue because of this students can addicted to money and aversion on education.
- vii) In school education, the policy face with a widespread structural re-design of the curriculum which is a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs and also the policy was not suggested how to trained the teachers for this programme.
- viii) The policy said about the subject identification and specialization into science, commerce, arts. But it is not clear in order to choose the type of professional education. Implementation details at school levels and college levels are also not clear.
- ix) The three years exit with a degree and four years exit with a research projected based degree is also confusing. Also, it is not clear how the two degrees are equated to get a government job.
- x) One year and two years Masters degree programs are also suggested in the policy and it is not clear that under what circumstances these different duration Master degree programs have to be offered.
- xi) Less importance and information is given for diploma programs under higher education.
- xii) Since top class foreign universities are allowed to enter and offer educational services in India with huge investments, sustainability for Indian organizations becomes a challenge and it is feared that the Indian education system could collapse if it does not keep balance with two types of education.
- xiii) Most of the school in rural India have minimum subject choice facilities and teaching-learning process are so ordinary. So that they could not able to reach scenario to the new which is mentioned in this policy.
- xiv) Policy proposed one-year social engagement in the form of the internship which is difficult for certain professional programs.

SUGGESTIONS:

For future hopeful study, the suggestions are-

- i) Ph.D. should be a compulsory qualification for a permanent teaching position in Universities and for professional development, as per NEP 2020.
- ii) ICT based evaluation process should be enhanced.

- iii) The individual college or a single department college which are failed to acquire autonomy-based accreditation are merge with a HEIs.
- iv) At-least one year of research work should be engaged in four-year bachelor degree program.

CONCLUSION:

From the above study it is clear that a periodic improvement in the education system is essential for human development and sustainable progress in society. Reforms in the education system by considering various success in developed countries and customizing such things with local needs for a country to prosper of society and education system. India, being a fast-developing country with 130 crores human capital. The country can prosper and overtake other developing countries by planning and adopting an appropriate education policy. In this aspect, the present National Education Policy 2020 is an inclusive model of NPE 2019, with many innovations to provide liberal but specialized and customized both school and college education by incorporating research components both at school and college levels. Apart from highlighting the features of the proposal, in this paper, we have analysed the strengths and challenging area of the proposal and offered some suggestion in below to further improve the model as an optimum model by considering the local conditions of the country.

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