A STUDY ON TRANSFORMATION OF EDUCATION SYSTEM THROUGH NEW EDUCATION POLICY

Dr. Bhawna

Introduction

The NEP 2020 aims at making “India is a global knowledge superpower”. The new academic session will begin in September-October the delay is due to the unprecedented corona virus disease (Covid-19) outbreak and the government aims to introduce the policy before the new sessions kicks in. The committee—which suggested changes in the Education system under the NEP was headed by former ISRO chief K Kasturirangan. The NEP was drafted in 1986 and updated in 1992. The NEP was a part of the election manifesto of the ruling Bhartiya Janta Party (BJP) ahead of 2014 elections.

Education is a fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural perspectives; and for India will have the highest youth population in the world over the next decade and our ability to provide high quality educational opportunities to them will shape the future of our country.

Indeed with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn but learn how to learn. Education must thus, move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multi disciplinary, and how to innovate and adapt and absorb new material in novel and changing fields. While learning by rote can be beneficial in specific contexts, pedagogy must evolve to make education more experiential, holistic, integrated, discovery oriented, learner centered, discussion –based, flexible and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values, in addition to science and mathematics, to develop all aspects of learners, brains and make education more well –rounded, useful and fulfilling to all learners. Education must build character; enable learners to be ethical, rational, compassionate, and caring while at the same time prepare them for gainful, fulfilling enjoyment.

The aim must be for India to have an education system that ensures equitable access to the highest quality education for all learners regardless of
The National Education policy is the first Education policy of the 21st century and aims to address the many growing development imperatives of this country. This Policy proposes the revision and revamping of all aspects of the Education structure. Including its regulation and governance, to create a new system that is aligned with inspirational goals, of 21st century education, while remaining consistent with India’s traditions and value systems. The National Educational Policy lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills such as critical thinking and problem solving—but also social and emotional skills—also referred to as ‘soft skills’—including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

The New Education Policy must provide to all students, irrespective of their place of residence, a quality education system with particular focus on historically marginalized, disadvantaged, and under-represented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are presented with (and are made aware of) various targeted opportunities to enter and excel in the Education system.

**Principles of the Policies**

The fundamental principles both for the entire education system as well as individual institutions included in it are as follows:

- Recognizing, identifying and fostering the unique capabilities of each student. This is to be achieved by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres.
- Achieving foundational literacy and numeracy by all students by Grade 3 as the highest priority.
- Flexibility incorporated in the process of learning so that learners have the ability to choose their learning trajectories and programs and thereby choose their own paths in life according to their talents and interests.
- No hard separations between arts and sciences between curricular and extra-curricular activities, between vocational and academic streams etc., to eliminate harmful hierarchies among and silos between areas of learning.
- Multi disciplinarity and a holistic education across the sciences, social sciences, arts, humanities and sports to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than rote learning and learning for examinations.
- Creative and critical thinking to encourage logical decision making and innovation.
- Ethics and human and constitutional values such as empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice.
- Promoting multilingualism and the power of language in teaching and learning.
- Life skills such as communication, cooperation, teamwork and resilience.
- Focused regular formative assessment for learning rather than the summative assessment that encourages today’s “coaching culture”.
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students and educational planning and management.
- Respect for diversity and respect for the local context in all curriculum, pedagogy and policy, always keeping in mind that education is a concurrent subject.
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
- Synergy in curriculum across all levels of education from early childhood care and education to higher education.
- Teachers and faculty as the heart of the learning process—their recruitment, continuous professional development, positive working environments and service conditions.
- A “light but tight” regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through adult and public disclosure while encouraging innovation through autonomy, good governance and empowerment.
- Outstanding research as a co requisite for outstanding education and development; a continuous review of progress based on sustained research and regular assessment by educational experts.
- Education is a public service; access to quality education must be considered a basic right of every child.
Substantial investment in a strong, vibrant public education system, as well as the encouragement and facilitation of true philanthropic private and community participation.

**Schooling starts at the age of 3 years now**
The New Education policy expands age group 6-14 years of mandatory schooling to 3-18 years of schooling. The NEP introduces hitherto uncovered three years of pre-schooling; age groups of 3-6 years under the school curriculum. The new system will have 12 years of schooling with three of Anganwadi/pre-schooling.

With an emphasis on Early Childhood Care and Education (ECCE), the 10+2 structure of school curriculum is to be replaced by a 5+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively.

The 10+2 structure of school curricula is to be replaced by 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. To implement the changes at each level a through restricting of the curriculum, pedagogy and the contents needs to be done as per the NCF (National Curriculum Framework) and content rubrics needs to be revised to modify the textbooks.

1. **5 years of Foundational stage**
   - For ages 3 to 8
   - For classes: Anganwadi/pre-school, class 1
   - class 2

   The foundational stage of education as per the national education policy will comprise 3 years or preschool or anganwadi education followed by 2 years of primary classes (1&2).

   This stage will focus on teaching in play-based or activity based methods and on the development of language skills.

2. **3 years of Preparatory stage**
   - For ages 8 to 11
   - For classes: 3 to 5

   The focus in the preparatory stage will remain on language development and numeracy skills. Here, the method of teaching and learning would be play and activity based, and also includes classroom interactions and the element of discovery.

3. **3 years of Middle stage**
   - For ages 11 to 14
   - For classes 6 to 8

   As per the NEP, 2020 this stage of school education will focus on critical learning objectives, which is a big shift from the rote learning methods used in our education system for years.
This stage will work on experimental learning in the sciences, mathematics, arts, social sciences and humanities.

4. 4 years of Secondary stage
For ages 14 to 18
For classes 9 to 12
This stage will cover the two phase’s classes 9 & 10, classes 11 & 12

The main change in these classes is the shift to a multidisciplinary system where students will have access to a variety of subject combinations that they can choose as per their skills and interest areas instead of being strictly divided into arts, science and commerce categories.

This stage will again push for greater critical thinking and flexibility in the thought process.

Mother tongue as medium of instruction
The NEP put focus on students mother tongue as the medium of instruction even as it sticks to the ‘three language formula’ but also mandates that not language would be imposed on anyone. The NEP only recommends the mother tongue as medium of instructions, and not make it compulsory.

The policy document states that the children learn and grasp non trivial concepts more quickly in their home language.

“Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language, mother language, local language or the regional language. Thereafter, the home or local language shall continue to be taught as language wherever possible. This will be followed by both public and private states.

No UGC, AICTE, NCTE
Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation and academic standards. Government will phase out the affiliation of colleges in 15 years and a stage-wise mechanism is to be established for granting graded autonomy colleges.

Science, Arts, Commerce gets blurred
Under NEP 2020, there will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams. Students can select subjects if their liking across the streams. Vocational education will start in schools from 6th grade, and will include internships.

FYUP Programme Returns & No More Dropouts
Under the NEP, under graduate degree will be of either 3 or 4 years duration with multiple exit options with in this period. College will be mandated to give certificate after completing 1 year in a discipline or field including vocational and professional areas, a diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme.

Government will also establish an Academic Bank of credit for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.

How to successfully implement the NEP:-
1. To implement NEP successfully at all levels the government will need to create stakeholders incentives so that the implementation is smooth and uniform.
2. Formulate instruments in the form of legal, policy, regulatory and institutional mechanisms.
3. Build reliable information repositories.
4. Develop adaptability across HEIs, regulatory bodies and government agencies.
5. Develop credibility through transparent actions and participation of all stake holders.
6. Develop sound principles of management.

Conclusion
Schools will actually need to redefine the teaching and learning process for a proper implementation of NEP 2020 to actually witness a trajectory of transformation for a phenomenal outcome.

Schools need to focus on the literacy and numeracy skills in order to get a remarkable metamorphosis in the reading, writing, and speaking skills of the children up to class 3. Schools will have to revisit the strategies of teaching and learning.

- Emphasize on practical and experiential learning which will lead to instilling the 21st century skills of creativity and critical thinking in the children.

- There needs to be tectonic shift in the pedagogical structure where the outcomes of learning should not be based on the completion of course but on the understanding of the topic.

- The assessment should not define a child in terms of marks but should be an outcome of a qualitative analysis of the child. As every child is different and the same question can be
understood in numerous ways by the different children.

- There needs an integration of technology in education with component of digital literacy, scientific temper and computational thinking for a holistic learning experience of the students.

- Teachers should be encouraged to be bilingual as study that children pick up different languages quickly in the early ages. Till class V education can be imparted in mother tongue if feasible.

- There will be no hard discrimination between subjects and disciplines. Children will be encouraged to take multidisciplinary projects for better learning outcomes.

The NEP should be designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. Its success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is a 100% cooperation and collaboration between the, Central, State Government and the Ministry of Education.

References


