
School Education According to Indian National Education Policy 2020 – A Case Study

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Abstract: In India, from the beginning, education is not considered as an investment. Education's role is of utmost importance in today's world as it leads to the overall development of an individual. As education provides human resources that lead to economic development, it is now a practical reality that much has to be done to uplift this sector towards new horizons of change. The Government tries to give importance to the educational sector, but this sector's allotment is comparatively less. After India's independence, the Government of India came up with various educational policies that give importance to the Universalization of education, raising the literacy level through the implementation of various programs, which is a great job. In recent times, the Government's new policy, i.e., National Education Policy 2020, has aimed to bring changes in the education field. In this article, school education reforms are given prominence, and 30 respondents are considered for the study.

Keywords: NEP, School education system, Students, Teachers

INTRODUCTION

Education is a powerful weapon for the transformation of society. If the country has to move positively, then education has to be given more importance. Only education can create good citizens who can become light to others. The role of education has a significant impact on the development and growth of the economy and the development of human resources in various ways. Higher education incorporates management, engineering, medicine, technology, science, et cetera in the education system. These fields contribute and play a significant role in imparting the knowledge, information, values, and skills amongst individuals (Chakrabarty, 2011). It plays a crucial role in increasing the productivity of the nation. Through education individual gains knowledge, skills that make him utilize knowledge and resources for productive purposes.

With the passing of years, the Indian education system also changed the Gurukula system towards modern education. In the Gurukula system, if the child wanted to pursue education, the student had to go to the teacher's (Guru) house; if Guru permits to study under him, the child had to be with the Guru. Indian traditional education system gave importance to Brahmin families, and Brahmin teachers used to teach the boys. Under the Mughal system, wealthy families with high caste backgrounds got importance. In the present system, the education system we follow today was brought to India by Lord Thomas B. Macaulay in the 1830s, which is considered a modern education. After the introduction of modern education, there was a tremendous change in the education system in India. (Lall, 2005)

EVOLUTION OF INDIAN EDUCATION POLICIES

The colonial education policy was continued in India till the year 1963. In 1964 the Government of India realized a need to change the education policy that was followed. So it created a commission under the chairmanship of Prof. D. S. Kothari. Based on the recommendations in the year 1968, an educational policy was framed. The critical feature of the National Education Policy 1968 was:

1. It gave importance to compulsory education of children up to 14 years of age.
2. Free elementary education because of the existence of poverty in India.
3. Change in the salary scale of teachers so that there is an improvement in the educational field.
4. To bring uniformity in the educational system with a 10+2+3 system to be followed.
5. For the national integration, three languages have to be considered, including English and Hindi as compulsory and one regional language. (Puri and Misra, 2014)

After 18 years, Government decided to bring changes in the education policy. In the year 1986, it announced National Policy on Education. It was revised in the year 1992. The main feature of this policy includes:

1. Importance to Universalization of primary education and adult literacy by 1990.

2. More importance to technical education and higher education.
3. Strengthening of All India Council of Technical Education.
4. Particular emphasis was given to girl child education.
5. Opening of Navodaya Vidyalayas in each district.

Other than these, various schemes were introduced by the Government that was as follows:

1. Sarva Shiksha Abhiyan
2. Rashtriya Madhyamika Abhiyan
3. National Programme for Mid-Day Meal Programme
4. Kasturba Gandhi Balika Vidyalaya
5. National Programme for Girls Education at Elementary Level. (Puri and Misra, 2014)

PROBLEMS OF INDIAN EDUCATION SYSTEM:

Education in India suffers from various drawbacks. Some of them are as follows:

1. Shortage of teachers: In India, the education sector's main problem is the shortage of teachers in the educational field.
2. Methods of teaching: The teaching methods are not well developed in India. There is improper training for the teachers, and methods followed in the institutions are not well organized, and at the same time, the communication between the teachers and the student is not good (Chahal, 2015).
3. Financial Problem: Many of the children are deprived of school education because of poverty in the economy. Many of the students who have dropped school education are because the family has low income, which is insufficient to lead their lives.
4. Quality of Indian Schools: In rural areas, the schools exist without teachers. In some schools, the students are overcrowded, and there is no good infrastructure facility for the students. The discouragement effect is more in this situation (Jean and Sen, 2006).
5. Political Factor: In India, many educational institutions are under the administration of political leaders. So, sometimes it is challenging for the students to speak about their college. Here the students are deprived of their rights.
6. Heterogeneous system: The education system in the entire country is different from one place to another place. When the educational system is heterogeneous, it is tough for the students to co-operate in the present world.

Considering these issues and problems in the Indian education system, the Government has developed a new policy on education 2020. This policy aims to bring in new changes in the present system of education by setting right most of those problems that hamper the development of education and its field.

NATIONAL EDUCATION POLICY 2020- SCHOOL EDUCATION:

To improve the education system, the Government came up with various measures, introducing the new education policies. The new education policy of 2020, which the Government of India introduced, is based on the committee's recommendations, which Dr. Kasturirangan, former ISRO chairman, headed. This policy is a replacement of the Education policy of 1986. The New Education Policy 2020 emphasizes the holistic development of students. The NEP 2020 goes positively, bringing equity, quality, and solid fundamental learning in the educational sector. According to the needs of the present generation, education has become flexible, multidisciplinary. The NEP 2020 gives importance to Early Childhood Care and Education (ECCE) and Higher Education Segments. The New Education Policy has different educational stages, emphasizing a solid base for Early Childhood Care and Education (ECCE) which has a structure of 5+3+3+4. It includes the Fundamental Stage, Preparatory Stage, Middle School Stage, and Secondary Stage.

The main objective of the NEP 2020 related to school education is as follows:

1. Every child aged 3-6 years has free, healthy, and high-quality childcare in education by 2025. This scheme aims at the overall development of the child.
2. By 2025, all students in grades five and up will have mastered literacy and numeracy fundamentals.
3. By 2030, all children aged 3 to 18 will have access to free and compulsory standard school education.
4. By 2022, curriculum and pedagogy would have changed to promote holistic growth and 21st-century skills such as critical thought, imagination, scientific temper, communication, teamwork, multilingualism, problem-solving, ethics, social responsibility, and digital literacy, rather than rote learning.
5. Ensure that all students are taught by passionate, inspired, highly-skilled, professionally educated, and well-equipped teachers at all stages of schooling.
6. Schools are organized into school complexes to promote resource sharing and provide more local, effective, and productive school governance.
7. Efficient regulation and accreditation frameworks invigorate India's school education system, ensuring credibility and openness while also encouraging quality and creativity to improve educational outcomes.

Below is the table that gives a brief idea about educational stages under Early Childhood Care and Education.

Table 1: Educational Stages According to National Education Policy, 2020

S.No	Educational Stage	Essential Features of the Stage
1	Fundamental Stage	This includes five years of learning where three years of preschool and two years of 1 st Grade and 2 nd Grade schooling. This covers children of 3 to 8 years of age. Here the children will learn by playing.
2	Preparatory Stage	This includes 3 years study period. It considers the classes 3 rd Standard, 4 th Standard, and 5 th Standard. Here the children will learn by play-discovery and activity-based learning. The age covered here is 8 to 11 years.
3	Middle School Stage	This includes 3 years study period. It considers the 6 th Standard, 7 th Standard, and 8 th Standard. Here the importance is given for abstract studies. The age covered here is from 11 to 14 years. Here the experiential method is used for learning.
4	Secondary Stage	This includes 4 years study period: 9 th Standard, 10 th Standard, 11 th Standard, and 12 th Standard. Here multidisciplinary subjects are offered. This method is built on subject-oriented pedagogy; critical thinking is also given more importance. Here the board exam will be conducted for the 10 th Standard and 12 th Standard.

Source: From various fields

When we compare this new educational policy of 2020 with the previous educational policy, there is a new academic infrastructure change. Before, we had the 10+2 structure. Earlier, the 11th Standard and 12th Standard were considered as Pre-University College. However, in the present context, both 11th and 12th come under the category of school. The NEP 2020 ensures that every child can study in public or private schools with excellent quality education, so there is equitable opportunity for all school-aged children by fulfilling the main objective. NEP was not only meant for the students or learners; it also emphasizes the teachers who are teaching the learners. National Professional Standards for Teachers and National Assessment Centre also has given importance to be set up by 2022.

Comparison of Previous and Present School Education System

The change in the school education system is a change in the structure of the school education system. Previous or Old School Education system had 10+2 system, and the present one is 5+3+3+4. In the previous school education system, preschool education was not given importance even though it existed. In the present NEP of 2020, the preschool education system has been given more importance, and the Government has made it compulsory to attain preschool education.

In the old system, school education starts from the age of 6 years. Considering the 10+2 structure, the child will start from the age of 6, and within 16 years of age, he/she will finish her 10th Grade, and the remaining +2, which is considered to be PUC, will be completed by 18 years of age. A comparison of an old and new structure is given in this diagram.

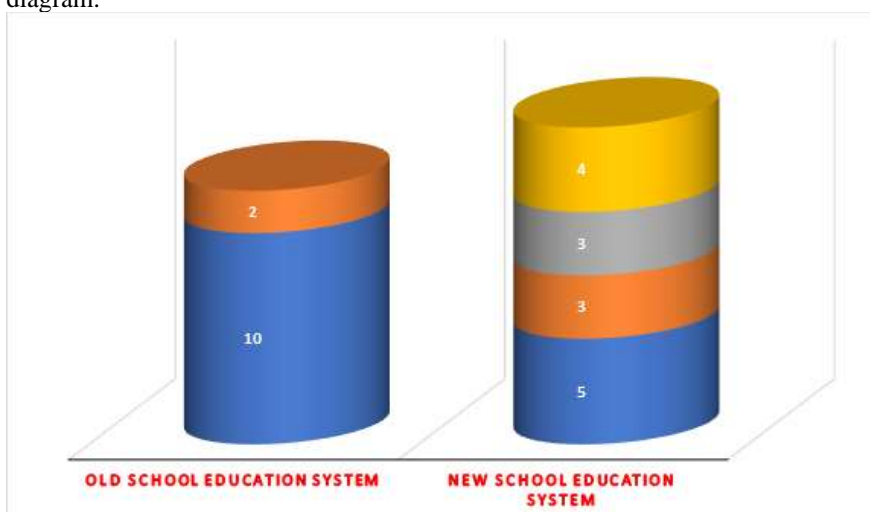


Fig.1: Comparison of Old and New School Education System

EFFECT OF NATIONAL EDUCATION POLICY 2020- SCHOOL EDUCATION SYSTEM

The NEP-2020 is going to affect the stakeholders in one or the other way. There is a direct and indirect effect for the stakeholders. The direct impact of NEP is on students or learners and the teachers.

STUDENTS:

Considering the new structure introduced by the Government, it facilitates in choosing the subjects of their wish. The stream system which existed in the old system is removed from the system. The NEP 2020 removed the choice of Arts, Commerce, and Science. Because of the removal of streams, the students can choose any subject of their choice from any stream. According to this, students have more freedom of decision-making. In the previous system, the decision-makers were others (parents or society). In this system, instead of others, individual decision-making plays a significant role.

TEACHERS:

According to the NEP 2020, those who want to teach in the school should have done their B. Ed or they should have a TET certificate. Without the degree, the person is not eligible to teach for the students. It is crucial to have and maintain this training requirement for those who opt for the teaching field to improve teaching quality.

CHALLENGES IN IMPLEMENTING NEP 2020:

There are various challenges to implement the NEP 2020. Various people have criticized the NEP 2020 for specific reasons.

1. Availability of Funds: The Funds available or allocated to implement the NEP 2020 are not enough. The country is facing a critical situation because of COVID 19. In this crisis period changing the entire education system needs a massive fund that is not available. This can be implemented based on clusters.
2. Education system: Even though there is a change in the educational system, in the end, importance will be given to the grades. As the student enters into the education field, he/she tries to score marks rather than gaining knowledge or improving the skill.
3. Modification of curriculum: Modification of the entire curriculum takes a considerable time; simultaneously, for improving skills and critical thinking capacity among the students, the textbooks also have to be prepared accordingly to the present need. (Ralhan, 2020).
4. Remuneration for teachers: As in India teaching profession's salary is considered comparatively less. So many will not be attracted to this profession. The remuneration or salary which has to be given to them when it is low then it leads to decrease in the number of people opting for that particular profession, which leads to a challenging task in front of the Government.
5. Language trap: The NEP 2020 gives importance to the local languages. When the English language is neglected, the inequality created in the society will be more because the person who knows the English language will be earning more than the other person (Dudharejiya K, 2020).

These are some of the few challenges related to NEP 2020.

METHODOLOGY

The methodology used in this study was by collecting the information from secondary and primary sources. The sources which were used to understand the concept were various articles on draft NEP 2020. The opinion of 30 respondents was collected through the questionnaire.

OBJECTIVES OF THE STUDY

The main objective is

1. To understand the NEP 2020.
2. To find out the awareness among the teachers related to NEP, 2020.

ANALYSIS AND INTERPRETATION

The study was conducted among the teachers who are teaching the 11th and 12th standards considered for the study. The study included about 30 respondents. Few questions were considered to understand the knowledge of the teachers related to the NEP, 2020.

Table 2 gives a brief detail about the respondents.

Table 2: Profile of the respondents

Indicator		No. of respondents	Percentage
Gender	Male	12	40
	Female	18	60
Total		30	100
Age	25-30	12	40
	30-35	06	20
	35-40	08	26.7
	40-45	04	13.3
Total		30	100
Type of Institution	Government	08	26.7

	Government Aided	10	33.3
	Private	12	40
Total		30	100
Salary	Below 5000	02	6.7
	5000-10000	08	26.7
	10000-15000	10	33.3
	15000-20000	04	13.3
	Above 20000	06	20
Total		30	100

Data: Primary Data

The above table gives general information about the respondents. Considering the table, most of the respondents contacted by the researcher are female, which constitutes 60 percent of the respondents, and the remaining 40 percent of the respondents are male.

Considering the age of the respondent's majority of them fall in the category of 25-30 years.

The respondents who work in the Government schools form 26.7 percent, 40 percent of the respondents teach in private schools, and the remaining 33.3 percent of the respondents teach in Government aided schools.

Considering their earnings, 20 percent of the respondents earn more than 20,000, and the majority, i.e., 33.3 percent of the respondents, earn about 10,000 to 15,000 as their income. 6.7 percent of the respondents are earning below 5000.

It is essential to note that more than 60 percent of the respondents earn less than 15000 monthly.

KNOWLEDGE OF NEP 2020 AMONG THE RESPONDENTS:

The respondents were asked various questions related to NEP 2020 to know their knowledge and their opinions. When the question was raised about the old education system, the respondents were of a mixed response. 40 percent of the respondents said the old education system was good, 43.3 percent believed that there would only be a slight change in the education system and the remaining 16.7 percent were against the old education system.

When the respondents were asked about the NEP 2020, they have said that they have no perfect knowledge about NEP 2020 because of a lack of clarity on many of the fields. It is also observed that none of them have gone through the document about NEP 2020. With the persisting knowledge they have, related to NEP 2020, they have answered these questions.

The respondents supported the idea of implementing the NEP 2020. At the same time, they also said on the lack of clarity on various topics necessary to be solved to implement it without any confusion among the stakeholders. When the respondents were asked to give their opinion about NEP 2020, 53.3 percent of the respondents have said it is a good move from the government side to implement the policy. 26.7 percent of the respondents agreed, saying it is a good move, but the policy's implementation should not be the immediate one as the country is facing a crisis period, and for the implementation of this policy, there is a need for colossal fund allocation for the particular sector. 20 percent of the respondents were neutral in their opinion related to the NEP 2020.

Opinion related to Early Childhood Care and Education:

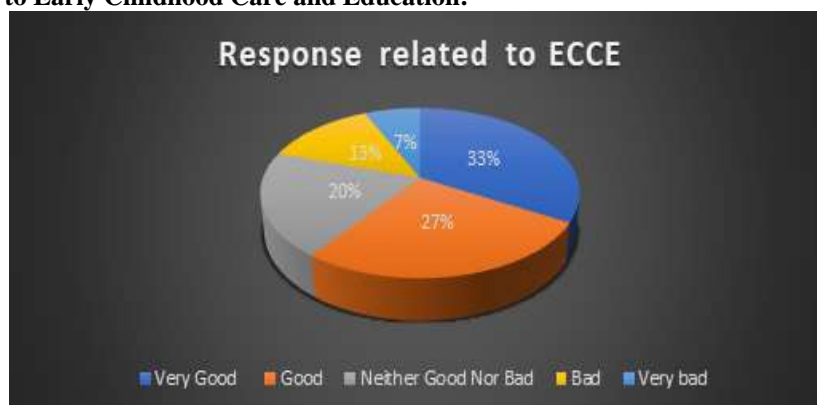


Fig.2: Response Rate for ECCE

Source: Primary Data

Figure 2 represents the opinion related to ECCE. It is seen that 33 percent of the respondents said it is an excellent idea. 27 percent of them have favored, 20 percent of them were neutral, 13 percent of the respondents

said it is a bad idea, and 7 percent said it is a horrible idea. If the child gets early education, the foundation will be vital for the child. The respondents who have given negative opinions have said that freedom should be given to the child in the early stage. Formal education should be given in the later stage. The respondents who have given a positive opinion about ECCE have also said if both the parents are working, it will be a good decision by the Government to make it a compulsory preschool education for the children from the age of 3 years. Considering the existing economic situation of poverty, it will favor the poor people to enroll their kids in the preschool.

The next question was related to the training of teachers in preschool. Many of the respondents have agreed, saying that there should be a necessity to train the teachers who are teaching for preschool. As the children at that age are just entering the educational field, it is essential to make them feel warm and comfortable in the new environment. So it is necessary to give importance to the training of teachers.

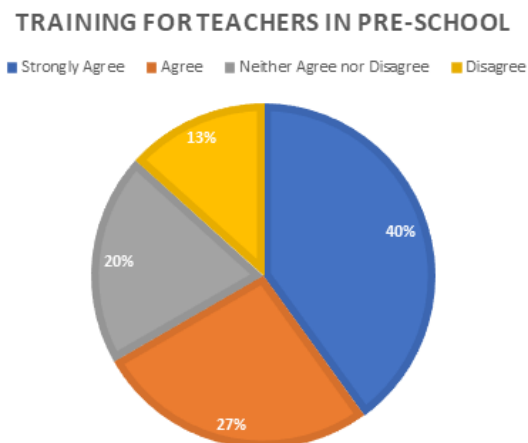


Fig.3: Training for teachers of preschool

Source: Primary Data

From figure 2, it is understood that 67 percent have given a positive opinion about the training of teachers for the preschool as it is essential in positively shaping the young minds. 20 percent of the respondents were neutral about their opinion, and the remaining 13 percent of the respondents said it is not essential to give training as the system used there is just play learning.

According to the national educational policy from 6th Standard onwards, professional vocational skills will be introduced. However, when this question was put in front of them, the majority (73.3 percent) believed it was too early to introduce the vocational courses for the students. The mindset of the children at that age is not meant for the vocational courses. At this age, they should be made aware of the other curricular things. As the education system is 5+3+3+4, vocational courses can be offered in the last 4 years.

Opinion Related to the removing of the streams:

From the students' perspective, being removed from the streams like arts, commerce, and science, is a good option. The problem here is related to choosing the subjects. The respondents have said that there is no clarity in this particular concept. Removing the streams and choosing the subjects of their interest may create few problems for the educational institutions and the teachers. The respondents' main concern was if there is an implementation of choosing the subject according to the student's wish, it may create unemployment among a few as there is no much demand for the specific subject especially in the southern states like Karnataka, where the Arts stream has significantly less demand among the mass. Considering this particular concern, the Government has to take up a bold step where there will be no loss for students and teachers.

SUGGESTIONS

There are a few suggestions which the respondents gave these include;

- Clarity related to NEP 2020 should be primarily given.
- In many of the schools run by Government and Government aided schools, there is a need for teachers; before implementing the NEP, 2020, it is better to fill the vacant posts for a long time.
- When the NEP 2020 is implemented, teachers should be provided with the primary facility as many of them do not enjoy it.
- NEP 2020 has to be implemented on an experimental basis; if it is successful, then only it has to be implemented all over India.

- NEP 2020 gives importance to creating a knowledge-based economy. At the same time, it has been remembered that education has become a luxury for the middle class. So the implementation of NEP2020 considers the hardship faced by the middle-class category.
- Private institutions should be given some funds at the time of implementation.
- Consider the job market that considers the English language. Giving equal importance to English as well as regional language must be reworked.
- Another concern is schools facing a lack of student strength; the Government has to come to terms with the next crisis.

CONCLUSION

NEP, 2020 is a good initiative by the Government, provided there is no confusion about the policy. Education has to be considered as an investment in human resources. However, the policy which is introduced by the Government should emphasize holistic development but not use this as an agenda for political power. There is an urgent need for pumping funds to improve the educational sector. It is important to note that there should not be any shortage of resources while introducing this particular policy. Intellectuals should understand that they are molding and framing young minds for the future; hence coming up with reforms is acceptable, but at the same time, considering the loopholes of the existing system is also a priority. The objective of the NEP 2020 has to be fulfilled once it is implemented in the country.

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