

NATIONAL EDUCATION POLICY 2020: IMPLEMENTATIONS FOR QUALITY SCHOOL EDUCATION AND HIGHER EDUCATION

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The National Education Policy has come out with a great vision for ensuring equitable access in India. Its ultimate goal is to improve quality education and restore the credibility of Education system. The main five pillars of this policy are access, equity, quality affordability and accountability, which further aim at for building an equitable, inclusive and plural society focussed by the Indian constitution. The core objective behind this policy is to put stress more on information, knowledge, skills and value development, conceptual understanding, creativity and critical thinking, formative assessment, respect for diversity etc to harness the full potential among the learners for their constitution to India's development. India has achieved enormous expansion in primary education by providing school facilities in almost every village. There is also rapid growth in secondary and higher education sectors. Retention rate of girl's child education has also remarkably improved. Provided all these achievements there is a serious matter about the quality of education at all levels. Results revealed from many researches and surveys that students are not achieving expected level of learning outcome at elementary stage. This may be because of government low priority for education sectors by allotting meager financial support to it. This new education policy is giving emphasis to improve the quality of teaching learning and assessment.

The National Education Policy 2020 has focused on need based school education. There is a learning crisis that more children are going to school but millions of them are not getting quality education. Pre-primary education is a neglected area in India. It is universally accepted that Early Childhood is a period of brain development when foundation for lifelong learning can be laid. It is therefore every child has right to access to quality early childhood care and education [ECCE]. For universal access to Early Childhood Care and Education the Anganwadi centers are carried out jointly by the Ministries of HRD, Women and Child Development [WCD], Health and Family Welfare [HFW], and Tribal affairs. The objective of national ECCE was to achieve holistic development and active learning capacity of all children below 6 years of age by promoting free universal, inclusive, equitable, joyful and contextualized opportunities lying foundation and attuning full

potential. This objective has not been achieved countrywide in an effective manner due to non-allocation of resources. Now in the National Education Policy 2020 the committee recommends that ECCE should be declared as a right and need to be implemented without delay. As a matter of reform, ECCE has been clubbed with Lower Primary stage. How to focus on quality education for all children up to first five years preparatory education is a great challenge for different state government.

IMPLEMENTATIONS FOR ECCE:-

Implementation for the sake of implementation is not sufficient rather it should be quality oriented. As mentioned in the report NEP 2020 that ECCE ideally should be flexible, multi-faceted, multi-level, play as well as activity and discovery based for learning alphabets, language, numbers, counting, shapes, colors, puzzles, logical thinking, visual arts, drawing painting drama music and puppetry. Similarly, it includes on developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, team work and cooperation etc. The over-all aim of ECCE is the all round development of a child. For better implementation of this programme and to achieve the objective it is on the shoulder of NCERT, SCERT, SMCs. NCERT should develop a curriculum framework for ECCE which should like a activity centre or a play school. It should well versed with the above mentioned activities with how to do along with a proper guideline for teachers, ECCE institutions as well as well as for parents. NCERT should develop a pedagogical framework for Anganwadi teachers training programme and how these programmes will carried out through distance/digital mode. SCERT should also start the internship or training programme as per the guide lines of NCERT for Anganwadi teachers and learn how to prepare learning materials for children of ECCE. The successful implementation of ECCE curriculum is totally dependent upon the MHRD. The state level education involvement in planning must be addressed properly in a decentralize manner. The extension of Right to Education [RTE] act to include early childhood education will demand more, institutional aids, encouragement of large scale community and volunteer involvement ensuring proper teacher deployment and teacher conduction. Decentralised curriculum design and local specific school management is most essential.

The Education policy 2020 also focuses on development of school education. As mentioned in the policy the curriculum and pedagogical structure for school education should be 5+3+3+4 pattern. Five years of the fundamental stage that will consist of 3 years

of pre-primary and grade 1-2. The fundamental stage will be based on play way or activity centered learning and should be on the above mentioned curriculum and pedagogy of ECCE. The 3years of the preparatory or latter primary stage grade 3,4,5 will be transition from play school to formal interactive classroom learning. In order to lay the foundation of formal learning introduction of school subject text books which will include Reading, Writing, Speaking Art, Language science, Mathematics and Physical Education. At 3 years of the middle or upper primary stage grade 6,7,8 students should be make ready for move abstract learning related to ART, Science, Social sciences, Mathematics and Humanities. At 4 years of the high school or higher secondary stage grade 9,10,11, and 12 this stage will comprises of a four years of multidisciplinary study, subject oriented pedagogical style like the upper primary stage with greater depth of knowledge, critical thinking, life aspirations, with flexibility of subject choice. Each student can take five to six subjects in every semester as this will be divided into two semesters for a total of eight semesters. This will require revamping teacher preparation suiting to stage specific school education at preparatory stage, elementary stage and secondary stage.

IMPLEMENTATIONS FOR SCHOOL EDUCATION:-

For implementation of school education the education policy should shift its focus from physical expansion or enrollment to consolidation of existing school system. Efforts should be made to convert the existing non-viable school into composite school for better performance small schools should managed with neighborhood schools ideally where classes from pre-primary to senior secondary classes can be run in a single campus. Merger should be with the provision of infrastructure availability, availability of computer laboratories, Science laboratories, facilities for sports and co-curricular activities. For the promotion of multi-lingualism and national unity by providing greater flexibility, the three language formula should be continued and implemented keeping the constitutional provision for all. Similarly for better language learning efforts should be more on preparation of bilingual materials and text books are needed. For teaching languages teachers should also have different knowledge base training and skills, its application. Innovative and techno shabby teaching can make language class more interactive. Three language formula implementation needs flexibility at state level, regional level and local authorities in determining the choice of language to be taught in schools. It is also needed that school education should be provided through medium of mother tongue

or regional language and the choice of second and third language should be left to state and local authorities to decide. The major challenge is to prepare teacher for teaching in mother tongue medium schools. Similarly emphasis should be laid on ecofriendly teaching of science, mathematics and social sciences.

IMPLEMENTATIONS FOR HIGHER EDUCATION:-

Indian education is one of the largest sectors in the whole world. Large number of universities and colleges and other educational institutions are offering education but far from quality and satisfactory. Even they are also fail to make a rank in the international ranking system. Due to the deterioration of the quality and standard of higher education in India it becomes a major concern for policy makers. It needs sustainable development through quality research, monitoring and evaluation. Many apex bodies like UGC, AICTE and NBA have been functioning for course recognition, curriculum approval. Accreditation, disbursement of grants and scholarship to institutions. Besides this there are several councils like Medical council of India [MCI], Dental council of India [DCI], Quality council of India [QCI], The Institute of Management and Engineering [IME], The Association of Indian Universities [AIU], The National Council for Teacher Education [NCTE], The Rehabilitation Council of India [RCI] and many more. These statutory bodies have authority of recognition and accreditation under their jurisdiction. Number of technical institutions has also grown up like IITs, IIMs, IISs, NITs, ICSSR, CSIR, ICAR etc. are there. In spite of the overall performance and output of higher education institutions are not up to the mark.

Quality assurance in higher education means total quality of an institution's product and service that bear on its ability to satisfy the needs. It implies ensuring the maintenance of standard from planning to evaluation stage. Quality in higher education must focused on need based curriculum development, proper strategies for curriculum transaction, effective execution of teaching, training and evaluation process. Alternative strategies for curriculum implementation is essential, remedial process and continuous monitoring of the programme, personnel and institutions are also the need of the hour. Rapid growth of private management higher education institutions with no suitable planning qualified teachers and their secured job condition appear to be the main constraint of quality. Proper planning is essential to meet the increasing demand of the higher education vacancies and recruitment of teachers. On the basis of forecast in advance both at centre and state levels.

Teachers should be committed, competent and motivated for institutional development. An effective body for assuring the quality of higher education is essential at state level. For assurance of quality of higher education and maintenance of standard of the institution the performance of teacher and students always keep a matter of concern which further reassures that students have received quality education from a quality institution.

PRIVATISATION OF EDUCATION AND QUALITY CONCERN:-

A step is needed to confront that many private universities, colleges and professional institutions are running their courses without bothering the quality and these institutions. They should be handled properly at university level as well as at state level. To control the mushrooming of educational institutions all stand alone colleges should be brought under the umbrella of universities. Along with accreditation such institution should be evaluated on a continuous basis. Each institution should have their own Internal Quality Assurance Cell [IQAC]. The success of a quality assurance system depends on the support of management so college management should also provide some freedom. The large force of teachers needs appropriate training, work environment and orientation. Besides institutional autonomy the teacher must have authority to design curriculum, conduct research, and practice innovations in private institutions.

Quality is not a simple term, it needs to be addressed seriously. Countries like India where a large number of students and institutions are suffering due to insufficient focus, lack of attention and mismanagement have eroded the quality of the higher education system. The National Education Policy 2020 has mentioned in its report for the delivery of high quality higher education with equality and inclusion to all young people by following many changes to the current system. It is towards more inclusive, holistic, vocational, professional, multi-lingual and multi-disciplinary learning approach policy. Implementation of the policy with such things requires multi-initiatives like community participation in higher education for building and sustaining two-way communication, supporting learning extends to take responsibilities for ensuring all children in the local community for education. Ministry of Education must focus on evolving relevant norms and standards, clear role and responsibilities for better implementation of quality education. Planning for curriculum implementation must be linked with provision of suitable learning experiences for self-reliance of its products. Policy implementation is a co-operative and collaborative work to meet the deficiencies and challenges before the state as well as central government. The

process norms should also be developed and followed gradually, especially in the context of private managed higher education institutions.

IMPLEMENTATIONS FOR TEACHER EDUCATION:-

Teacher development is an essential input of quality education. Different documents like NCERT Curriculum Framework, 2005; NCTE Curriculum Framework for Teacher Education, 2009; Justice Verma Commission Report on Teacher Education, 2012-13 and NPE 2020 have discussed in detail about relevant and quality teacher education, especially for school education. Because of structural changes in school education and introduction of integrated curriculum for inclusive and holistic education, teacher development is to be geared towards meeting such needs in school education. While preparatory teacher education will be restructured to suit to the requirements of school education, provisions for continuous professional development of teacher must be encouraged at grass root level. Major emphasis must be given on preparing teachers to deliver learner centric and learner directed teaching learning process at school stage. Teachers must be encouraged to evolve innovative practices and integrate it in daily teaching activities, through teacher research projects. Quality teacher education must focus on action rather than on theory. Every teacher must be a researcher to discover innovations and making it a matter of his progress professional well being.

CONCLUSION:-

NEP 2020, appears to be a relevant document to establish the worth of Indian Education at global framework. However, challenges ahead remain with its implementation, strategies at state level and at local level. In this regard voluntary and committed efforts must be made by the Governments, the functionaries and the beneficiaries of the system. Quality should not remain as a vision. It must be visible in our action and institutional practices at different stages of education.

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