



National Policy of Education 2019: Major Concerns and Changes

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ABSTRACT- Curriculum and pedagogy will be transformed by 2022 in order to minimize rote learning and instead encourage holistic development and 21st-century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem-solving, ethics, social responsibility, and digital literacy. (NEP Draft, 2019) .

The National Education Policy 2019 may have some good suggestions, but on the other hand it has many different recommendations that might damage, rather than to improve, the whole education system, said by the main scientific bodies of the country. In the released of NPE , three topmost science academies in the country — Indian National Science Academy (New Delhi), Indian Academy of Sciences (Bengaluru) and National Academy of Sciences, India (Allahabad) — said that in the draft arrangement doesn't put forth a convincing defense for why radical adjustments should be completed to the essential structure of the instruction framework in the nation. So present paper is a little effort to highlight the major changes in the NPE2019.

Keywords: National Education Policy (NEP), education system

I. INTRODUCTION

The new Draft National Education Policy aims many changes in both levels of education ie school as well as higher education and focuses more on different categories of research innovation besides better governance systems. The official sources suggest that the Ministry of Human Resource Development (MHRD) is seeking inputs and The policy will transform India's higher education system to one of the global best education systems. It is expected to meet the people's requirement regarding quality education, innovation and research to make this country a knowledge superpower. Suggestions on the Draft National Education Policy (NEP) 2019 from citizens. Research and innovation are the two main pillars to drive the country's economy and uplift society. To make the research system strong, the Committee proposed an autonomous body National Research Foundation (NRF). The primary function of the foundation is to funding research in all disciplines. The NRF will have four major divisions, namely, Sciences, Technology, Social Sciences and Arts and Humanities.

MAJOR AIMS OF NATIONAL EDUCATIONAL POLICY

- To enable students to have basic skills and knowledge .
- To overcome the shortage of manpower in any field related to science ,technology, education and industry
- The Draft National Education Policy, 2019 is based on the major pillars ie Access, Equity, Quality, Affordability and Accountability.

MAIN FEATURES OF NPE-2019

- The first aim of the policy is to make pre-primary education a universal process by 2025
- This policy also proposes new pedagogical and curricular structure with five+3+3+4 layout for the youngsters between the age of 3 to 18 years . Under this scheme pre-primary as well as grade 1-2 is to be considered as the foundational stage for the children where as 3 to 5 years considered to be the preparatory stage ,6 to 8 as the middle stage and 9th to 12th as secondary stage . This is the basic educational restructuring only . Therefore a three-language formula has been proposed

- NPE2019 also proposes teaching of other classical languages and literature such as Tamil, Telugu, Kannada, Malayalam, Odia Pali etc in the schools
- It proposes to create new school regulatory Authority at the state level
- Its target is to consolidate 800 universities & 40,000 instructional institutions into around 15,000 large, multidisciplinary institutions
- The policy aims to have Three sorts of higher educational system i.e. (HEIs): Research Universities, Teaching Universities and Autonomous degree-granting colleges
- Its goal is to provide better educational structure or establishment of Higher educational Institutions which was governed by the independent Boards with full administrative and academic autonomy.
- The policy also offer to set up an independent body for research innovation called to be as NRF- National Research Foundation through the act of parliament.
- Its aim is to constitute the apex bodies like The National Education Commission or RSA-Rashtriya Shiksha Aayog in the education system which was chaired via the Prime Minister and other eminent educationalist, scientist and Researchers etc.
- The policy also stated that MHRD needs to be redesigned or re structure as MOE -Ministry of Education.
- It also proposes to have an increase in the public investment by means of the central and state government to the 20% or above to the usual public expenditure over a 10 years of period.

MAJOR CHANGES IN THE POLICY ARE AS FOLLOW:

1. The first and the foremost change proposed to rename MHRD AS MOE-Ministry of Education.
2. Secondly it proposes that in training college Early childhood care and education should be the integral part of the school curriculum
3. The committee additionally recommends Extension of Right to Education Act 2009 to cover children of ages three to 18. A five+three+three+four curricular and pedagogical structure based mostly on cognitive and socio-emotional developmental ranges of youngsters: Foundational Stage (age 3-8 yrs): three years of pre-primary plus Grades 1-2; Preparatory Stage (8-11 years): Grades three-5; Middle Stage (eleven-14 years): Grades 6-eight; and Secondary Stage (14-18 years): Grades 9-12. Schools can be re-prepared into university complexes.
4. This Policy offer to have content reduction in the curriculum of the college
5. There **can be** no **difficult** separation of **studying regions** in **phrases** of curricular, co-curricular or extra-curricular **regions** and all subjects, which **consist of** arts, music, crafts, sports, yoga, **network** service, etc **is** **probably** curricular.
6. It tries to inculcate full energetic pedagogy which will ultimately focus on the development of core capacities, skills and to include twenty first century skills.
7. The committee offers a massive transformation in education colleges or programmes by shutting down the lower standard schooling institutes and transfer them into huge multidisciplinary universities or colleges.
8. The minimum qualifications for the teacher is integrated unique B.Ed programme or 4-12 months for teachers.
9. The committee also proposed that there is a need of restructuring of the higher education with three types of different aims which are as follow
Type 1: The first type focused mainly on Research based education where innovations and Research is priority in teaching.
Type 2: In second type they focused mainly on the teaching across disciplines with significant contribution to research;
Type 3: Thirdly high quality teaching focused on undergraduate education which will be driven by two Missions i.e. Mission Nalanda & Mission Takshashila.
10. It also proposes that undergraduate programs must be restructure i.e. B.A., B.COM., B.Sc with the duration of 3-4 years with the option of more than one exit.
11. A new apex **frame** Rashtriya Shiksha Ayog is proposed to **allow** a holistic and **integrated** implementation of all instructional **duties** and programmatic interventions, and to coordinate efforts **a number of the Centre** and states.
12. The National Research Foundation, an apex **frame** is proposed for **developing** a strong **studies manner** of **lifestyles** and building **research ability** across **higher schooling**.
13. The four **capabilities** of **general** setting, Funding, Accreditation and Regulation to be separated and **conducted** by **impartial** bodies: National Higher Education Regulatory Authority as the **most effective** regulator for all **better training along with** professional **schooling**.

14. Committee also aims to have accreditation eco-machine which was led by NAAC.

15. Professional Standard Setting Bodies for each location of professional education and UGC to convert to Higher Education Grants Commission (HEGC).

16. The private and public institutions will be handled on par and education will continue to be a 'not for profit' activity.

17. The policy proposed many new projects for promoting internationalization of the higher schooling side by side strengthening high quality open and distance learning, full integration at all level of learning, adult as well as lifelong learning, try to incorporate maximum participation from the underrepresented groups. And removal of gender, social, local discrimination in our education system.

18. It proposed promotion of Indian and classical languages and putting three new National Institutes for the languages of Pali, Persian and Prakrit.

MAJOR ADVANTAGES OF NATIONAL EDUCATION POLICY:

The school education will cover children of three to eighteen years, instead of the prevailing six to fourteen years under the RTI Act. It covers three years under the early years **youth** care and education (ECCE) and 4 years **under** secondary training. ECCE **ought to** facilitate play and discovery-based **mastering for youngsters** of that age group

- According to the new policy they stress more on the mother tongue based education as well as emphasis on the language development.
- The policy makes a speciality of online mastering as an opportunity to ordinary study room interaction between teachers and students. It helps in attaining the twin objectives of cutting fees and growing enrollment
- The policy offers in **specializes the** online **learning** as good an **opportunity** as compared to normal classroom situations where their will be a **interaction** between **teachers** and students. It **enables in reaching the dual objectives** of cutting **costs** and **developing** enrollment
- It pursuits to guard and promote our culture via the study of classical languages, mom tongues, and regional languages
- It proposes professional education system should be the integral part of the Higher education system.

MAJOR DISADVANTAGES OF NATIONAL EDUCATION POLICY:

- One of the drawback of the draft coverage is silent at the institution of Eminence and corporations like Funding agency like Higher Education .
- The draft lacks the proper issues coverage of the areas like curricular, pedagogical and teacher in education training that effects the whole process of teaching and try to get the information's related to early literacy in Indian classrooms .
- It lacks discussion **about** what it takes to **prepare instructors** to educate successfully in a multilingual country.
- It seems to misdiagnose the main causes behind the study crisis and problems for example poor school and instructress responsibility. Whereas no proper solution was proposed for restructuring these schools misdiagnoses the causes behind the severe studying crisis - namely poor school and instructor responsibility.
- With the motive to promote regional language they totally neglected the English language.
- The draft forgot to emphasis the role of state government for imparting education to the masses.
- Lastly it can be criticized that we should emphasized the need to teach students about our major epics which was not at all considered as students have very little knowledge of this .

II. CONCLUSION:

Suggestions of the Draft National Education Policy will play a important role in the transformation of the Indian schooling system. It is anticipated to assist India in reaping its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of teachers and students alike.

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